

SRO Program Annual Review

**ESU 18 - Assessment & Evaluation
and
Lincoln Police Department**

TABLE OF CONTENTS

[Click on the section name below to go directly to that section.](#)

Introduction	3
Lincoln Police Department Data	5
Number of Calls for Service (CFS) and Citations at LPS Middle and High Schools	7
Juveniles Arrested and Placed at the Youth Services Center (YSC)	10
Who Initiated CFS at LPS Middle and High Schools	12
Notification of Administrators by Staff Members	17
Types of Incidents Occurring in LPS Middle and High Schools (Including Referrals)	19
Disparity Indices for CFS	26
SRO Complaints and Commendations	30
SRO Presentations	32
SRO Training	33
Lincoln Public Schools (LPS) Data	34
LPS Perception Survey Data	
Student Data (2018-19 school year)	35
LPS Perception Survey Data	
Parent Data (2018-19 school year)	68
LPS Perception Survey Data	
Certified Staff Data (2018-19 school year)	98
LPS Discipline Data	127
Recommendations	150
Appendix A: Summary Takeaways from LPD and LPS Data	151
Appendix B: SRO Memorandum of Understanding	153

Introduction

LPS and the City share the goal of promoting school safety and a positive school climate. They have had a successful partnership spanning decades of enhancing the safety of LPS students with the School Resource Officer (SRO) program wherein LPD officers are assigned to LPS schools. All parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner. Student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes.

It is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time. To best accomplish this goal, LPS staff should be responsible for providing appropriate instruction and support, while enforcing LPS discipline policies when necessary. Best practice would indicate that SROs are only called in by properly trained LPS administrators to deal with student actions when the actions clearly meet the definition agreed upon between the District and the County Attorney for behaviors appropriate for referral to law enforcement. Even then, referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

LPS and LPD's Six-goals for the SRO program established in the summer of 2018

1. To create a common understanding that:
 1. School administrators and teachers are ultimately responsible for school discipline and culture;
 2. SROs should not be involved in the enforcement of school rules; and
 3. A clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system;
3. To promote effectiveness and accountability;
4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals;
5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

In order to provide the close monitoring previously identified and to provide actionable data, LPS, in collaboration with LPD conducted a review of the SRO program in order to

make modifications as necessary to accomplish the stated SRO program goals. This report was created from that work and is being presented to the Safe and Successful Kids Interlocal Board, the Lincoln Board of Education, the Lincoln City Council and the Mayor. To the extent permitted by law, the report will also be made available online for the public.

To accomplish the process of creating the annual review, the interlocal board established an evaluation process that included community stakeholders that took place on November 8, 2018 at Schoo Middle School. The evaluation process was to include the regular review of program goals and relevant data, including specific measures, data points, and metrics included in the report. The first of the annual reports was scheduled for the fall of 2020 based on data collected from the 2019-2020 school year. An initial FAQ was developed and posted immediately online to respond to some immediate questions from the community. LPS and LPD will continue to partner with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Note about race/ethnicity categories used in this report: the demographic categories used in this report align with the federal categories and guidance (based on decisions made during the 2010 US census) used in many other kinds of educational reports. These categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds.

Lincoln Police Department Data

Introduction

The 2019-20 LPS school year was unique due to the COVID-19 pandemic. In very early March, schools transitioned to remote learning, and thus, there were no students inside LPS schools from early March to the end of school.

The absence of students in schools had an undeniable impact on the data we collected and analyzed. For example, the absence of students is likely correlated with fewer incidents involving an SRO in the middle and high schools, fewer crimes committed, fewer crimes reported, fewer referrals/citations, and fewer SRO presentations, to name a few.

Widespread remote learning due to a global pandemic is unprecedented in the recent history of LPS, and thus, *we strongly caution against comparing the data, analyses, and trends from 2019-20 to prior years or the prior four-year trend*. Certainly, we can make some comparisons, but we urge readers to form only tentative conclusions and wait for several more years of data.

Creation of the Dataset & Coding Notes

LPD created a dataset by analyzing all calls for service at an LPS middle or high school during the 2019-20 LPS school year. Incidents that occurred at a middle or high school in the summer, for example, were excluded. However, incidents that occurred at a middle or high school outside of normal school hours (for example, an assault at a school-sponsored event in the evening or vandalism to a school at night) are included in the dataset. We included all incidents, regardless of whether an SRO or a non-SRO police officer responded to the call, and we are able to differentiate between what type of officer handled the call. Furthermore, “all incidents” include those incidents in which an officer responded to a call for service, regardless of who initiated the call for service or whether the call for service resulted in a police report and/or a citation. Quite simply, if a police call for service occurred at an LPS middle or high school during the school year (regardless of the outcome), we included it in our database.

A trained team of coders (LPD employees, LPS employees, and university student interns) numerically coded the data, including the four years of data from 2015-2018. These data compose the “prior four-year average” frequently cited in this report. This was a monumental task that took nearly a year and involved reviewing many thousands of calls for service. Designing, building, and analyzing these data took twenty-two people across LPD and LPS, and this endeavor would not have been possible without effective collaboration and communication between the two organizations.

There are a few coding notes worth mentioning. First, we only include juveniles in the dataset if they were listed as a victim, suspect, and/or a party responsible in the LPD reports. We omitted individuals if they were listed as a “witness” or “other,” for example. When a juvenile is listed as a suspect, it means that the officer had credible information to believe that the juvenile *might* be the individual responsible for the crime. For example, a witness might identify the juvenile or the digital/forensic evidence might suggest that a juvenile is responsible for the crime. However, depending on a variety of factors, a police officer may not be able to develop probable cause to consider the juvenile a party responsible.

When a juvenile is listed as a party responsible, this means there is probable cause to cite the juvenile for a crime. The term “party responsible” does *not* necessarily mean that a juvenile was cited or arrested. Some juveniles who are listed as the party responsible are cited and some are not. There is a wide range of reasons why a party responsible might not have been cited, such as the victim (or victim’s parents) declined to pursue charges, the juvenile had a cognitive disability or another mitigating condition (which might also make the juvenile eligible to be declared mentally incompetent by the county attorney), or a mutual fight in which both juveniles (and parents) declined to pursue charges.

In addition, we need to provide context for some law enforcement terms. “Juvenile referral” is the legal equivalent of a citation for a juvenile. If a police officer completes a juvenile referral for an individual, he or she has effectively “cited” the juvenile for an offense(s). Also, the term “arrest” means that an officer has issued a juvenile referral to an individual for a crime. Arrest does *not* automatically imply that a student was placed in handcuffs and/or transported to the Youth Services Center (YSC). The term “lodge” refers to placing an arrested juvenile at the YSC.

Finally, we originally planned to analyze diversion data, namely, what types of incidents and individuals are being sent to diversion. However, this issue is more nuanced than we expected. A juvenile may be referred for several incidents over a period of time, and the county attorney may decide to send the juvenile to diversion. Yet only one incident will show as resulting in diversion, thereby rendering the data and analysis invalid. We also did not have access to the full diversion data (i.e., non-LPS incidents that resulted in diversion). We decided that University of Nebraska-Lincoln Professor Richard Wiener’s research team was better equipped to evaluate the diversion programming in Lancaster County, and hence, we refer those interested in diversion outcomes to Dr. Wiener (who has conducted numerous presentations to city and county officials and boards).

Number of Calls for Service (CFS) and Citations at LPS Middle and High Schools

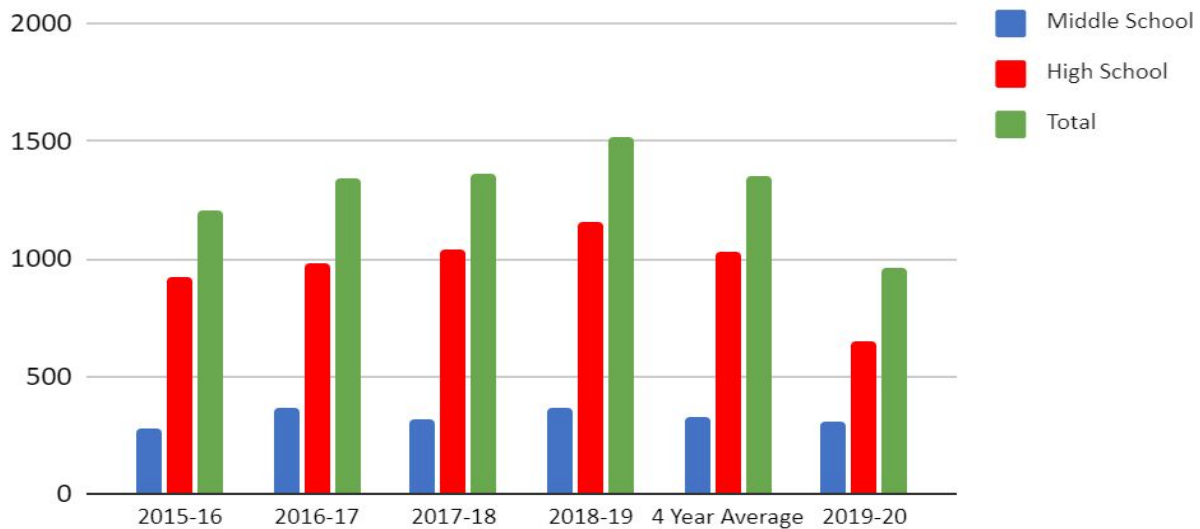
In examining the number of calls for service (CFS) that occurred at LPS middle and high schools, we first analyzed whether the number of CFS increased, decreased, or remained about the same, *and* whether both middle and high schools witnessed similar trends.

From 2015-2018, LPD responded to an average of 1,356 CFS annually at LPS middle and high schools. In 2019-20, LPD responded to 957 CFS at LPS middle and high schools.

There were differences between the number of CFS at middle and high schools. From 2015-2018, LPD responded to an average of 330 CFS at LPS middle schools. In 2019-20, LPD responded to 306 CFS. From 2015-2018, LPD responded to an average of 1026 CFS at LPS high schools. In 2019-20, LPD responded to 651 CFS at LPS high schools. Given that schools were out due to COVID-19 in March and did not return, we would expect the number of calls for service at LPS schools to decrease for 2019-20.

Although the total number of CFS at LPS middle and high schools fell far below the four-year average due to COVID-19, projections show that CFS would have exceeded the four-year average at middle schools but fallen below the four-year average for high schools. There would have been about 2 more CFS per week at middle schools and 4 less CFS per week at high schools.

Number of Calls For Service (CFS) at LPS Middle and High Schools



*During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March)

Next, we examined whether the number of juvenile referrals at LPS middle and high schools increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

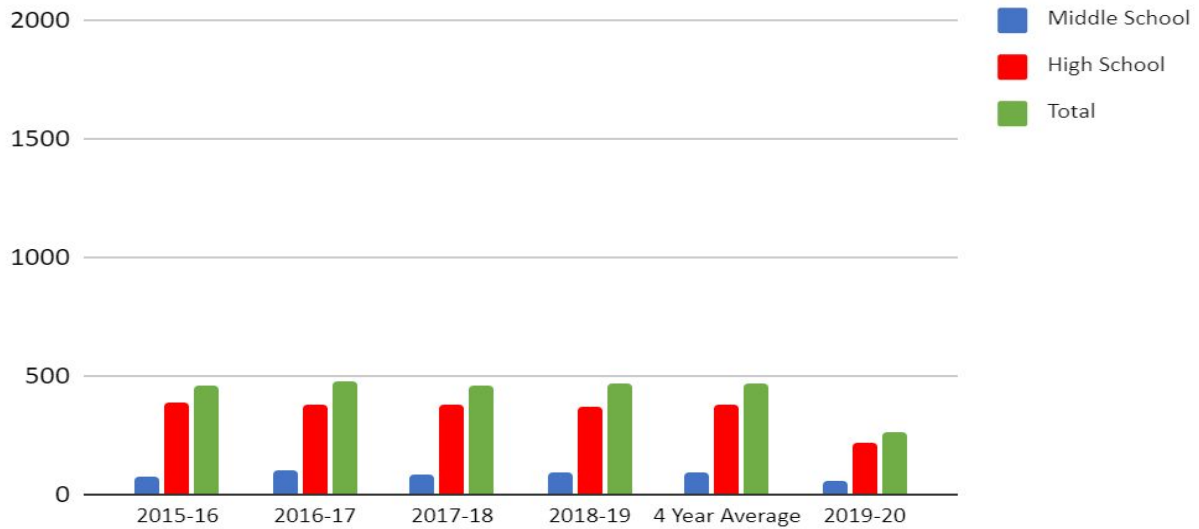
From 2015-2018, LPD issued approximately 89 citations/juvenile referrals from CFS at LPS middle schools and 379 citations/juvenile referrals from CFS at LPS high schools. In 2019, LPD issued 53 citations/juvenile referrals from CFS at LPS middle schools and 214 citations/juvenile referrals from CFS at LPS high schools. Based on these figures, LPD would have issued fewer citations/referrals at both middle and high schools in 2019-20 compared to the four-year average.

We also need to consider what percentage (or rate) of CFS resulted in a citation/referral.

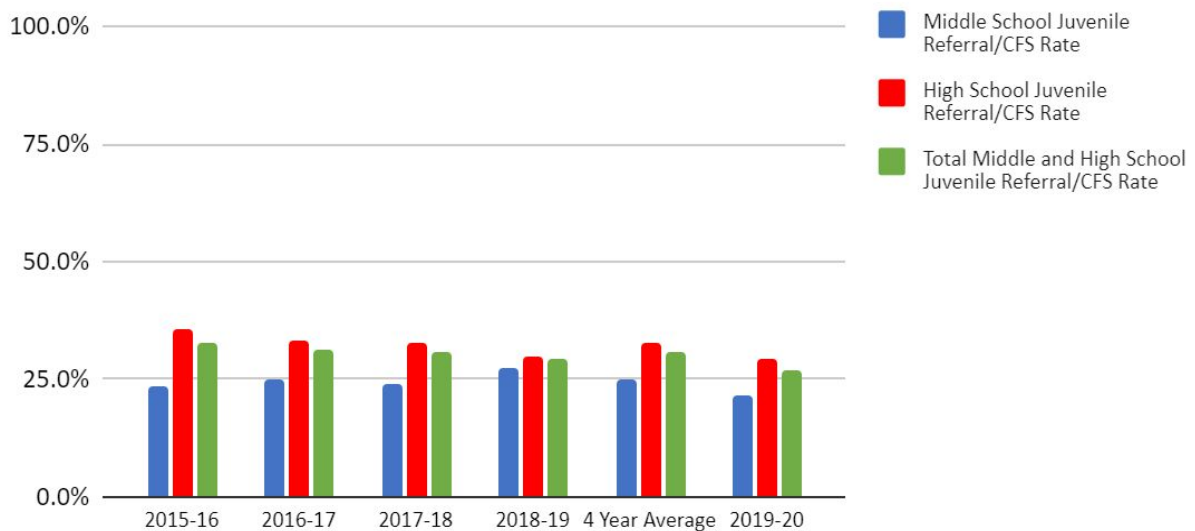
From 2015-2018, LPD issued at least one citation/referral in approximately 25% of the CFS at LPS middle schools and 33% of the CFS at LPS high schools. In 2019-20, LPD officers issued at least one citation/referral in approximately 21% of the CFS at LPS middle schools and 30% of the CFS at LPS high schools.

Overall, LPD officers issued (and were projected to issue) fewer juvenile referrals at both LPS middle and high schools compared to the 4-year average, and officers issued juvenile referrals at a lower rate per CFS compared to the 4-year average.

Number of Juvenile Referrals at LPS Middle and High Schools



Juvenile Referral/CFS Rate



Juveniles Arrested and Placed at the Youth Services Center (YSC)

We examined the number of juvenile referrals (and bookings/lodges) that resulted from an incident that occurred at an LPS middle or high school. We excluded incidents and lodges that involved the juvenile being located at school for a crime that occurred off school property, e.g., a juvenile who committed a drive-by shooting over the weekend and was then contacted and arrested by officers at school. We also examined the nature of the incident and charges.

In the four years prior to the 2019-20 school year, LPD officers issued an average of 468 citations/juvenile referrals for incidents that occurred at LPS middle or high schools. Due to changes in data collection, we only have readily available data from the last two school years for how many of these citations/juvenile referrals involved a juvenile being lodged at the YSC. These data indicate that, on average, only 3-4 juveniles are lodged annually at the YSC for crimes committed at an LPD middle or high school. Another 3-4 individuals are booked and released annually.

Next, we conducted a qualitative assessment of the incidents that resulted in a citation/juvenile referral and lodge at the YSC.

Here is a brief description of those incidents:

- Violation of protection order in which the suspect previously assaulted the victim and continued to harass victim
- Possession with intent to distribute controlled substance on school property
- Stole multiple vehicles and brought a loaded handgun to school
- Repeatedly harassed and assaulted an autistic student, then threatened to bring a gun to school and shoot anyone who witnessed and reported the incident
- Attempted to start fight after making racist statements; when officer arrived, tried to shove past officer to fight student, continued to fight officer even after in custody
- Sexually assaulted another student
- Felony assault on a combination of six students/staff members while destroying property and making statements to kill LGBTQ students and students of color in the school

A review of these incidents indicates that LPD officers are booking or lodging juveniles (only at the direction of juvenile probation) for very serious crimes committed at LPS schools, such as sexual assaults, felony assaults resulting in serious bodily injury, or repeated assault and harassment of victims that involved the credible threat of a mass casualty event at a school.

We also examined whether threatening school violence was correlated with being cited and lodged. A review of the data indicates that a threat of school violence did not automatically result in lodging a juvenile, nor did it even frequently result in a citation. In fact, in 2019-20, LPD officers investigated 35 threat assessment cases, and only 3 juveniles received citations/juvenile referrals (for disturbing the peace and false reporting—no lodges).

Although LPD investigated numerous and diverse kinds of school threats, many of these threats did not rise to the level of a criminal offense and/or did not warrant a citation/juvenile referral. For example, officers might investigate a veiled threat on a social media platform from a student who was angry at a friend/teacher/parents. Although LPS and LPD will collaborate to investigate and assess this threat, LPD may decide that educating the student about their behavior is the best course of action and leave LPS to discipline the student rather than issue a citation/juvenile referral.

In summary, LPS has 42,297 students, and on average, LPD annually issues approximately 468 juvenile referrals for incidents occurring at a LPS middle or high school. Of these, only approximately 3-4 students are lodged at the YSC.

In other words, less than one percent of one percent of LPS students are cited and lodged at the YSC each year.

Incidents that result in a citation/referral and lodge are criminal circumstances that have seriously endangered the health and wellbeing of students and staff.

Who Initiated CFS at LPS Middle and High Schools

We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2019-20. We also examined who initiated CFS at LPS middle and high schools *that resulted in juvenile referral*, and whether these trends changed in 2019-20.

Our analysis shows that there is a difference in who initiated CFS at LPS middle and high schools.

From 2015-2018, here is the breakdown of who initiated CFS in LPS middle schools: Teachers/staff (35%), parents (17%), administrators (17%), unknown (10%), students (10%), other (7%), and law enforcement officers (5%).

In 2019-20, here is the breakdown of who initiated CFS in LPS middle schools: Administrators (26%), teachers/staff (23%), unknown (23%), parents (15%), students (11%), other (3%), and law enforcement officers (.3%).

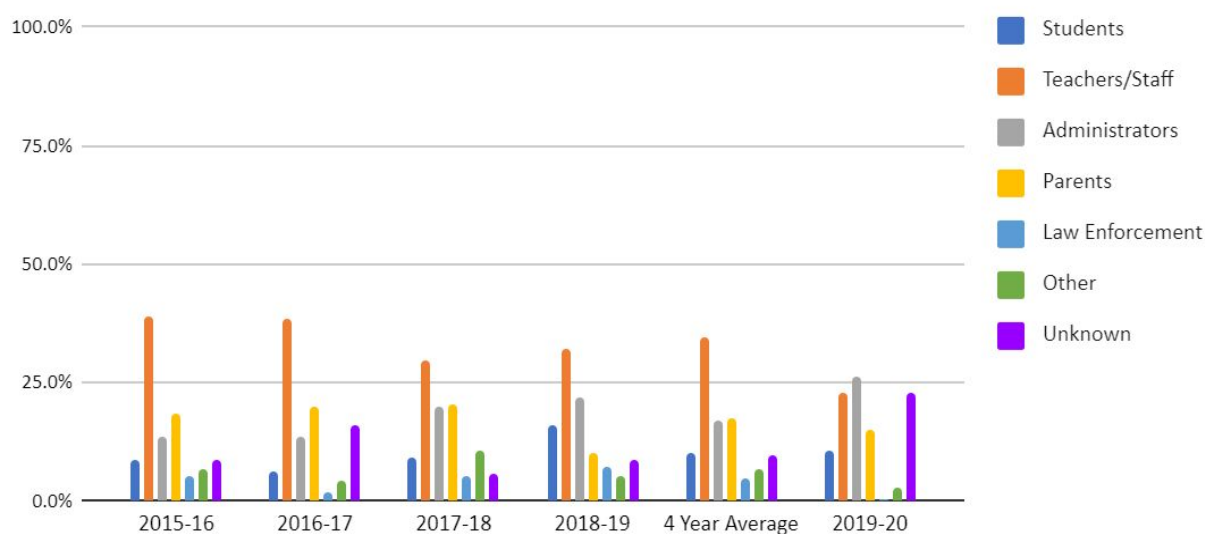
Of note, administrators made up a larger percentage of those initiating CFS at LPS middle schools in 2019-20 compared to the prior four year average, while parents, teachers/staff, and law enforcement officers made up a smaller percentage of who initiated CFS at LPS middle schools in 2019-20 compared to the prior four year average.

From 2015-2018, here is the breakdown of who initiated CFS in LPS high schools: Teachers/staff (29%), students (26%), administrators (14%), parents (10%), unknown (9%), law enforcement officers (8%), and other (4%).

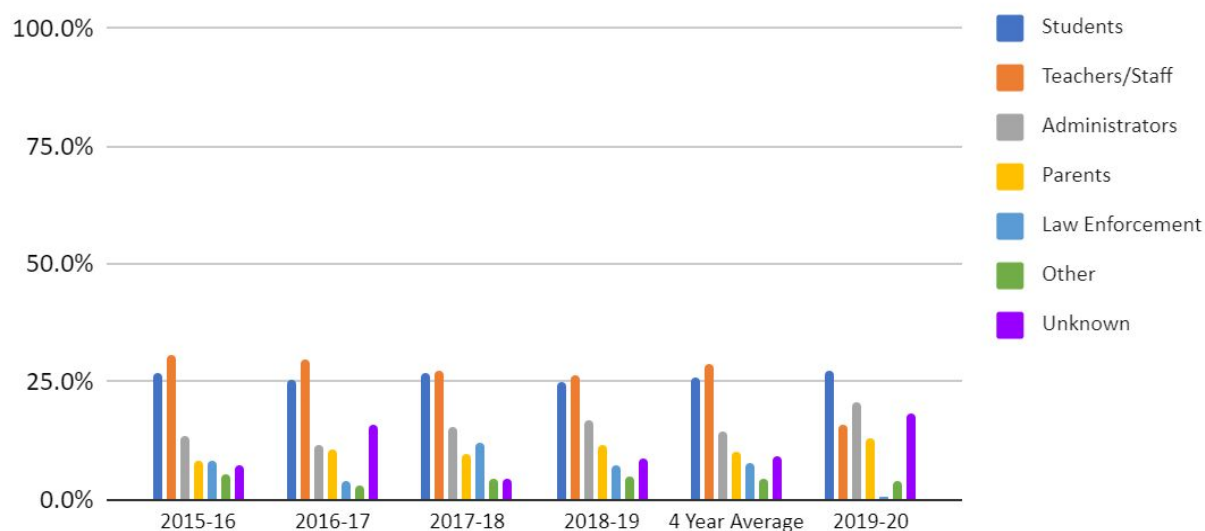
In 2019-20, here is the breakdown of who initiated CFS in LPS high schools: Students (27%), administrators (21%), unknown (18%), teachers/staff (16%), parents (13%), other (4%), and law enforcement officers (1%).

Of note, administrators made up a larger percentage of who initiated CFS at LPS middle schools in 2019-20 compared to the prior four year average, while teachers/staff and law enforcement made up a smaller percentage of who initiated CFS at LPS high schools compared to the prior four year average.

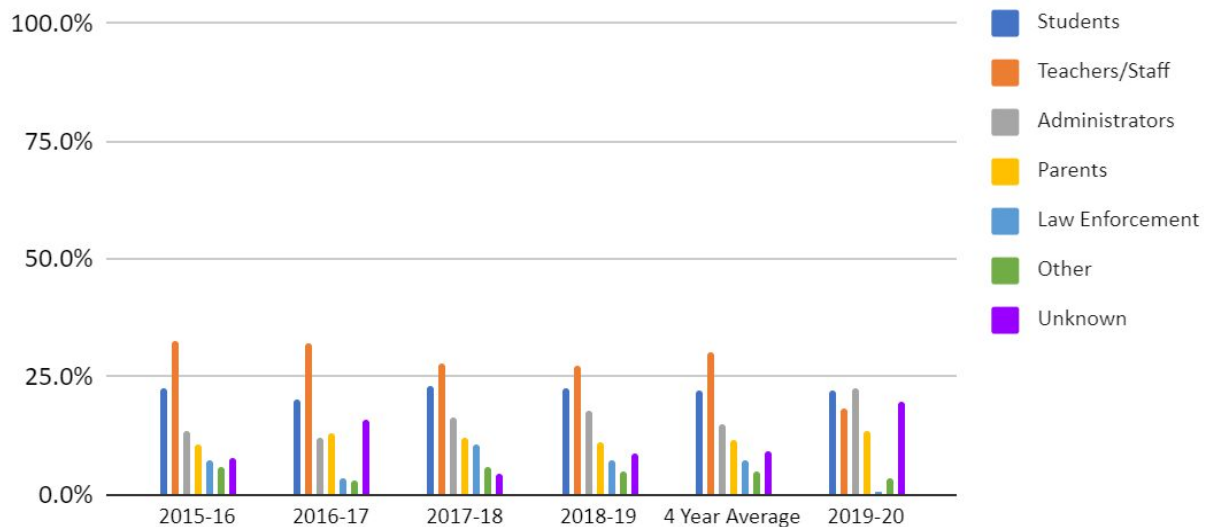
Who Initiated Calls For Service (CFS) at LPS Middle Schools?



Who Initiated Calls For Service (CFS) at LPS High Schools?



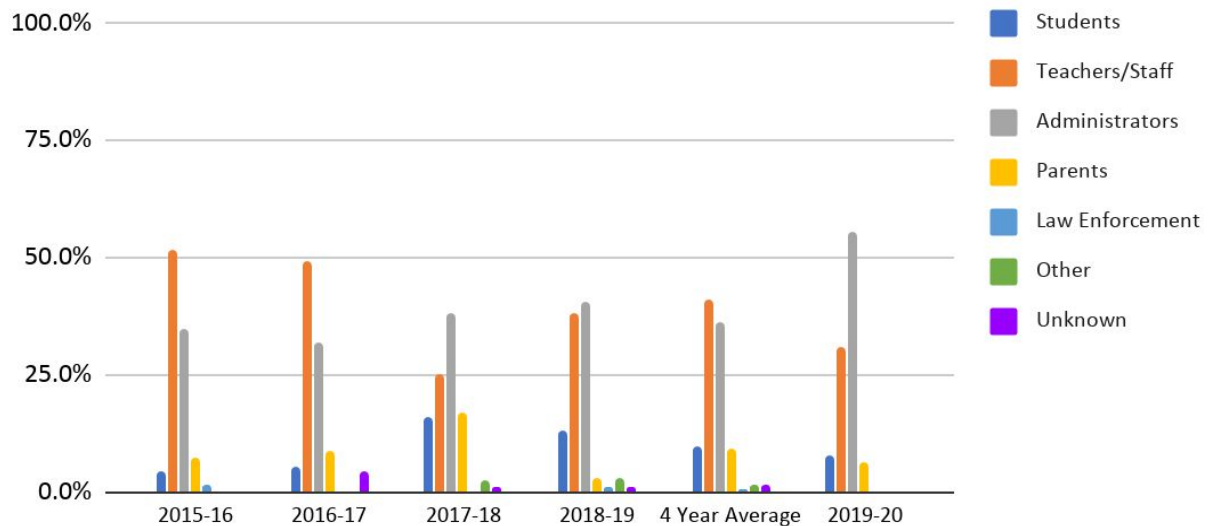
Who Initiated Calls For Service (CFS) at LPS Middle *and* High Schools?



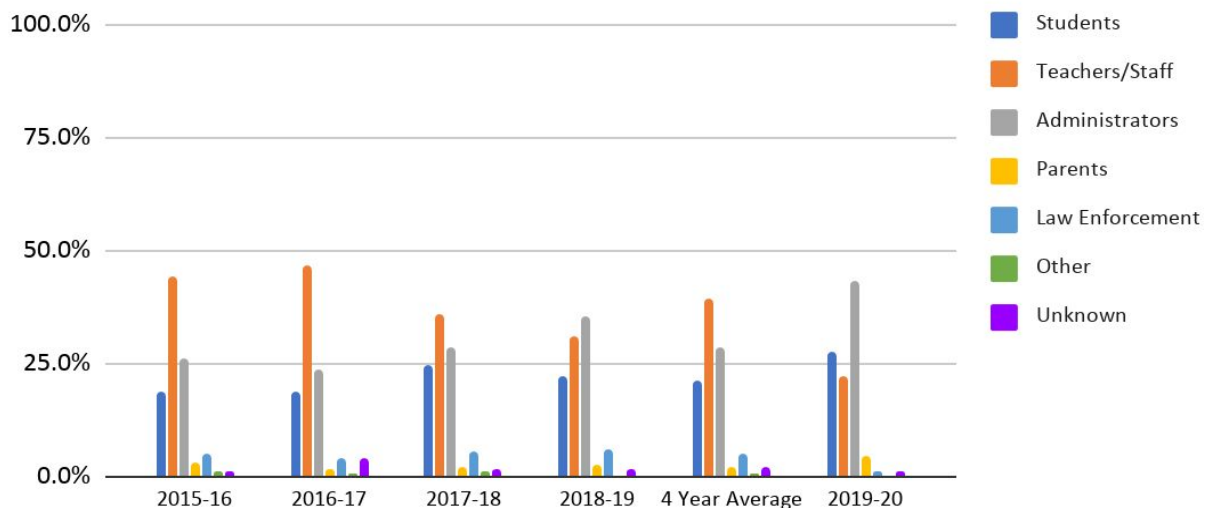
When we examined who initiated a CFS that resulted in a juvenile referral, we found that in both middle schools and high schools, the administrator was the person initiating the CFS (46% of the time for both middle and high schools), followed by teachers/staff (25%) and students (23%). This is in slight contrast to the prior four year average, which shows that teachers/staff initiated the greatest percentage of CFS resulting in a juvenile referral.

Notably, In 2019-20, SROs initiated only approximately 1% of CFS occurring at LPS middle and high schools and 1% of CFS resulting in a juvenile referral. In general, administrators initiated the greatest percentage of CFS, followed by teachers/staff and students. Administrators were also responsible for initiating approximately half the CFS that resulted in a juvenile referral. The data suggests that SROs are not proactively initiating CFS, criminal investigations, or referrals, but collaborating with administrators and only conducting CFS or referrals/lodges when collectively determined to be absolutely necessary.

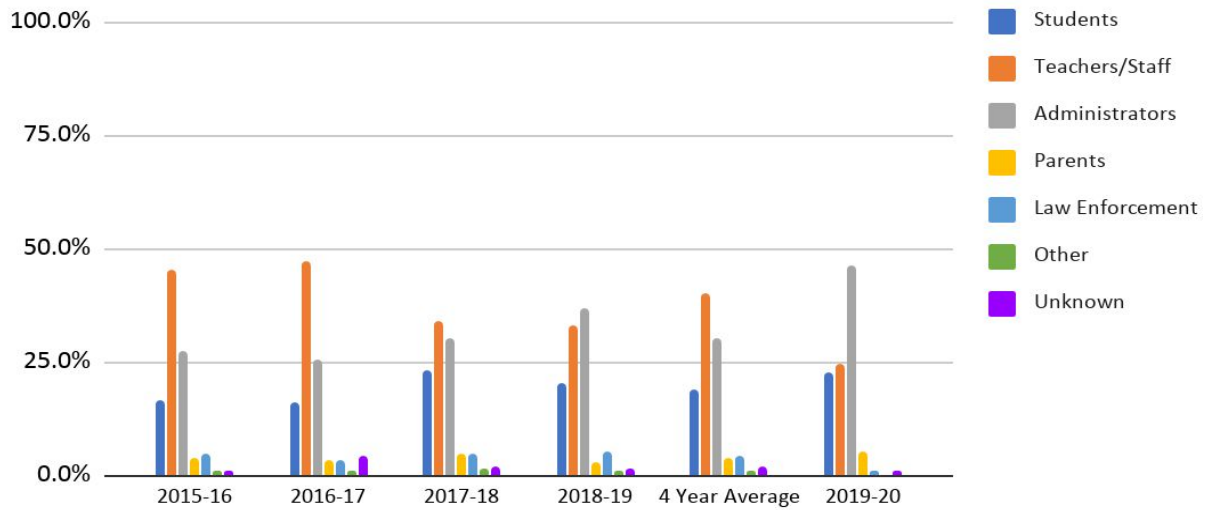
Who Initiated Calls For Service (CFS) at LPS Middle Schools that Resulted in a Juvenile Referral?



Who Initiated Calls For Service (CFS) at LPS High Schools that Resulted in a Juvenile Referral?



Who Initiated Calls For Service (CFS) at LPS Middle *and* High Schools that Resulted in a Juvenile Referral?



Notification of Administrators by Staff Members

We examined if an LPS staff member initiated a CFS at an LPS middle or high school, was an administrator notified? In addition, if an LPS staff member initiated a CFS at an LPS middle or high school that resulted in a juvenile referral, was an administrator notified?

Due to a change in protocols, this information was not tracked prior to 2019-20. In 2019-20, when an LPS staff member initiated a CFS at an LPS middle school, our data was able to verify that an administrator was notified by staff 94% of the time. When an LPS staff member initiated a CFS at an LPS high school, our data was able to verify that an administrator was notified 100% of the time.

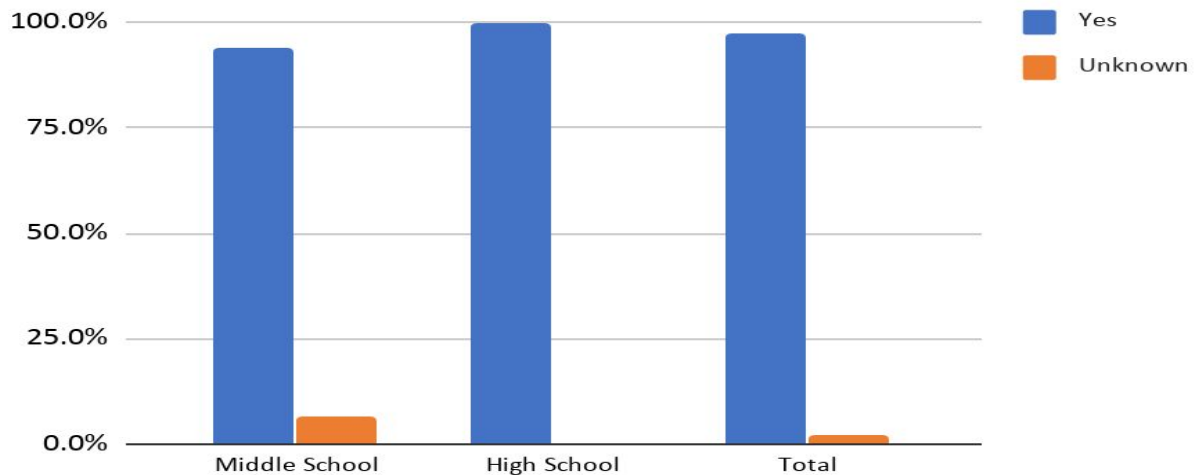
We examined the cases in which an administrator was not notified, and we found that these instances involved a staff member reporting a personal larceny or vandalism, as well as instances where no reports were completed (such as a traffic complaint or a juvenile complaint where officers were unable to locate anyone).

We specifically analyzed incidents initiated by a staff member that resulted in a juvenile referral to examine whether an administrator was notified in these cases. In 2019-20, we found that administrators were notified 100% of the time in both middle and high schools.

Based on the data, when teachers/staff members are initiating CFS at LPS middle and high schools (including those CFS that result in a juvenile referral), school administrators are being notified the vast majority of the time.

If School CFS Initiated by Staff Member, Was School Administrator Notified?

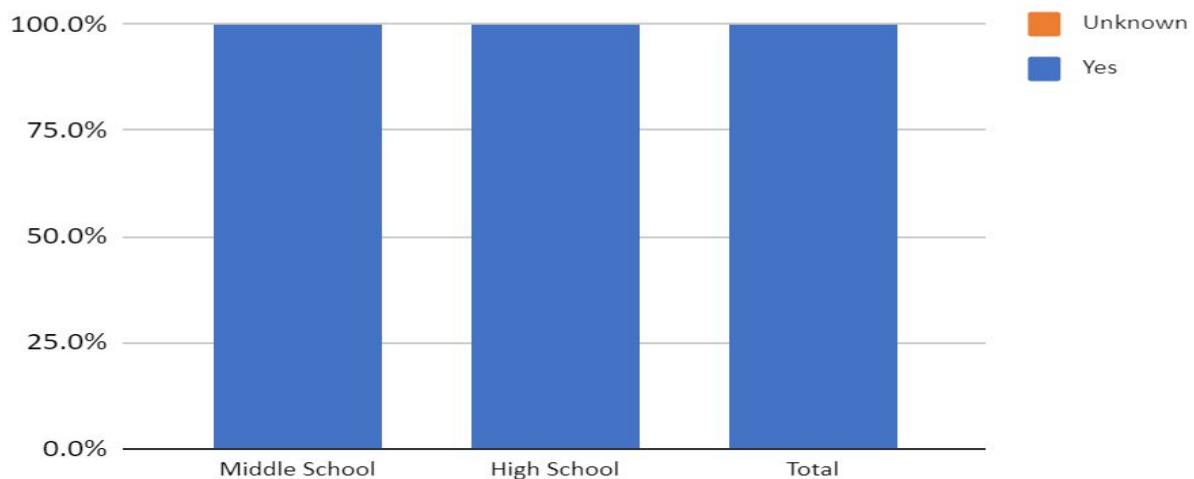
(Data was not tracked until 2019-20)



*In 2019-20, 4 cases in which unknown if notified

If CFS Initiated by Staff Member Resulted in a Juvenile Referral, Was School Administrator Notified?

(Data was not tracked until 2019-20)



Types of Incidents Occurring in LPS Middle and High Schools (Including Referrals)

We examined what types of CFS were occurring at LPS middle and high schools, as well as what contributed to the increase in CFS at LPS middle schools in 2019-20 compared to the previous four-year average.

Five types of incidents made up 55% of the CFS at LPS middle schools in 2019-20: School threats and threat assessment incidents, narcotics-related offenses, disturbances, missing person incidents, and assaults and miscellaneous violent crime.

We believe the increase in school threats and threat assessment incidents is due to the enhanced focus on this issue by LPD's threat assessment coordinator who started in late 2018. In fact, from 2015-2017, there were only 3 cases classified as school threats or threat assessment, compared to 12 in 2018 and 17 in 2019-20. This is likely due to the creation of a specific school threats incident code; prior to 2017, these incidents were coded as disturbances or other types of incidents.

We examined the school threat assessment incidents, and we found that while LPD investigated numerous and diverse kinds of school threats, many of these threats did not rise to the level of a criminal offense and/or did not warrant a juvenile referral. For example, officers might investigate a veiled threat on a social media platform from a student who was angry at a friend/teacher/parents. Although LPS and LPD will collaborate to investigate and assess this threat, LPD may decide that educating the student about their behavior is the best course of action and leave LPS to discipline the student rather than issue a juvenile referral. Overall, LPD issued only 3 referrals (disturbing the peace and false reporting) for incidents involving a threat assessment.

Consistent with the prior four-year average, the following CFS types in 2019-20 were among the most prevalent in LPS middle and high schools: Assaults and miscellaneous violent crimes, larcenies, disturbances, missing person incidents, and narcotics-related offenses. As noted, administrators, teachers/staff, parents, and students initiated 76% of all CFS at LPS middle and high schools in 2019-20, while law enforcement generated 1% (other individuals and unknown individuals generated 23% of all CFS).

There are five types of CFS that compose the majority of incidents that resulted in a juvenile referral: assaults, narcotics, disturbing the peace (i.e., two students fighting in the hallway), larceny, and vandalism. These five types make up 81% of the incidents resulting in a juvenile referral. We also looked at who initiated these five types of CFS. Consistent with previous findings, administrators initiated the largest percentage of these types of incidents, followed by teachers/staff and students. The one exception was larcenies—students initiated 64% of these types of CFS.

In summary, serious incidents compose the majority of CFS at LPS middle and high

schools, such as assaults, larcenies, missing persons, and narcotics. Furthermore, assaults, narcotics, disturbing the peace, larcenies, and vandalisms make up 82% of the incidents that result in a juvenile referral. School administrators initiated the largest percentage of these five types of incidents, followed by teachers/staff and students. SROs initiated only approximately 1% of the five main types of incidents resulting in a juvenile referral.

Type of Incidents in LPS Middle Schools

	Type of Incidents in LPS Middle Schools					
	2015-16	2016-17	2017-18	2018-19	4 Year Average	2019-20
Traffic collisions	2	0	4	2	2	4
Assaults, robberies, miscellaneous violent crime	47	74	57	70	62	48
Burglaries, vandalisms, miscellaneous property crime	20	23	13	17	18	12
Weapons incidents	5	3	4	1	3	5
Child neglect/abuse	7	16	18	10	13	4
Disturbances	51	52	45	59	52	45
School threats & threat assessment cases	0	0	3	12	4	17
Alcohol-related offenses	3	4	0	5	3	0
Larcenies	30	29	21	25	26	26
Trespassing incidents	4	8	3	10	6	4
Missing person incidents	26	42	44	41	38	37
Narcotics-related offenses	16	18	19	26	20	20
Sexual assault and miscellaneous sex offenses	7	8	9	10	9	16
Mental health investigations	9	7	10	15	10	12
Traffic and parking complaints	1	5	1	3	3	1
Lost/found property	9	11	8	11	10	2
Other	44	61	56	44	51	53
Total	281	361	315	361	330	306

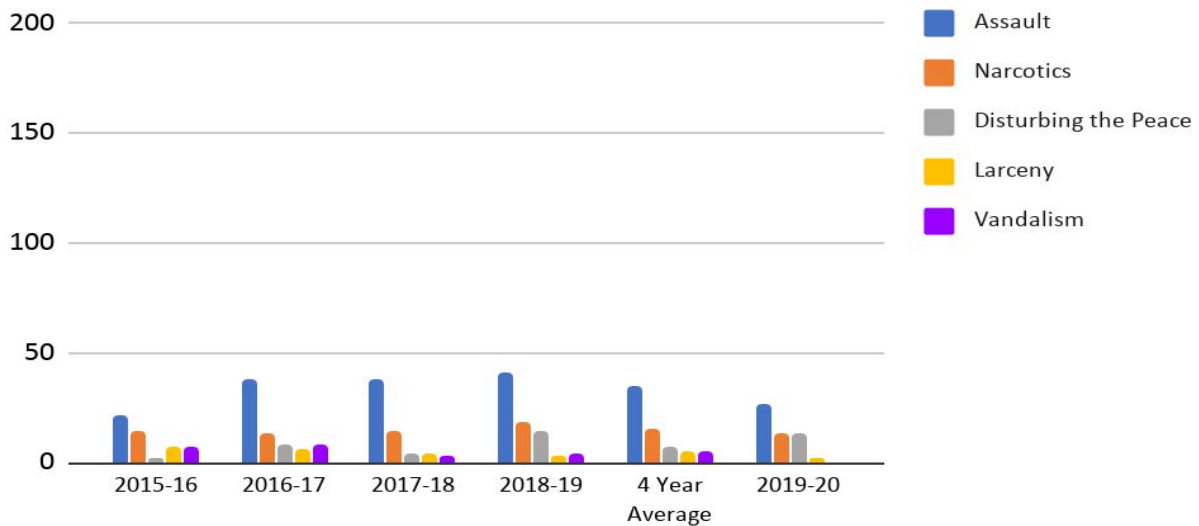
Type of Incidents in LPS High Schools

	Type of Incidents in LPS High Schools					
	2015-16	2016-17	2017-18	2018-19	4 Year Average	2019-20
Traffic collisions	39	41	35	47	41	29
Assaults, robberies, miscellaneous violent crime	191	195	203	205	199	112
Burglaries, vandalisms, miscellaneous property crime	61	41	61	55	55	37
Weapons incidents	11	6	9	9	9	2
Child neglect/abuse	7	9	12	12	10	4
Disturbances	113	75	120	80	97	61
School threats & threat assessment cases	0	0	6	29	9	20
Alcohol-related offenses	11	12	9	13	11	14
Larcenies	146	164	131	130	143	73
Trespassing incidents	16	30	13	20	20	11
Missing person incidents	52	83	86	125	87	75
Narcotics-related offenses	86	83	81	145	99	58
Sexual assault and miscellaneous sex offenses	10	14	19	21	16	19
Mental health investigations	34	48	68	71	55	39
Traffic and parking complaints	15	14	12	4	11	5
Lost/found property	32	26	38	47	36	22
Other	99	144	140	140	131	70
Total	923	985	1043	1153	1026	651

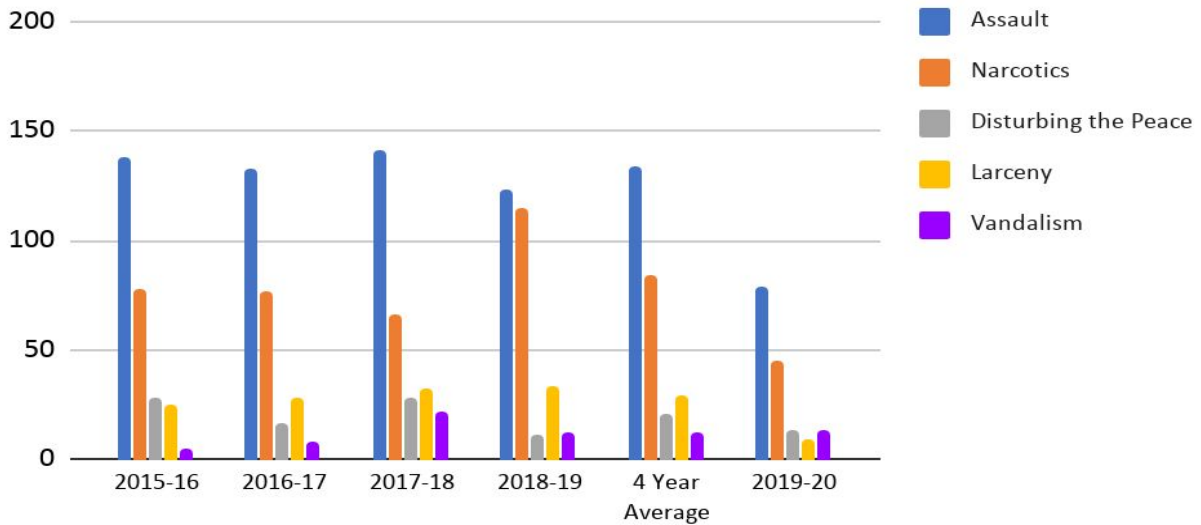
Type of Incidents in LPS Middle *and* High Schools

	Type of Incidents in LPS Middle <i>and</i> High Schools					
	2015-16	2016-17	2017-18	2018-19	4 Year Average	2019-20
Traffic collisions	41	41	39	49	43	33
Assaults, robberies, miscellaneous violent crime	238	269	260	275	261	160
Burglaries, vandalisms, miscellaneous property crime	81	64	74	72	73	49
Weapons incidents	16	9	13	10	12	7
Child neglect/abuse	14	25	30	22	23	8
Disturbances	164	127	165	139	149	106
School threats & threat assessment cases	0	0	9	41	13	37
Alcohol-related offenses	14	16	9	18	14	14
Larcenies	176	193	152	155	169	99
Trespassing incidents	20	38	16	30	26	15
Missing person incidents	78	125	130	166	125	112
Narcotics-related offenses	102	101	100	171	119	78
Sexual assault and miscellaneous sex offenses	17	22	28	31	25	35
Mental health investigations	43	55	78	86	66	51
Traffic and parking complaints	16	19	13	7	14	6
Lost/found property	41	37	46	58	46	24
Other	143	205	196	184	182	123
Total	1204	1346	1358	1514	1356	957

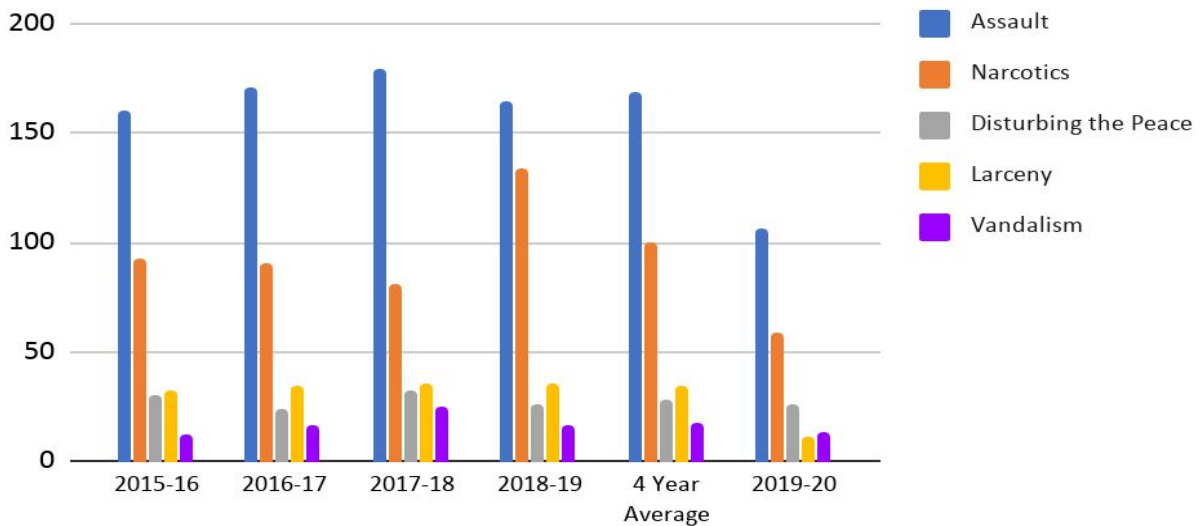
Type of Incidents in LPS Middle Schools Involving Juvenile Referrals



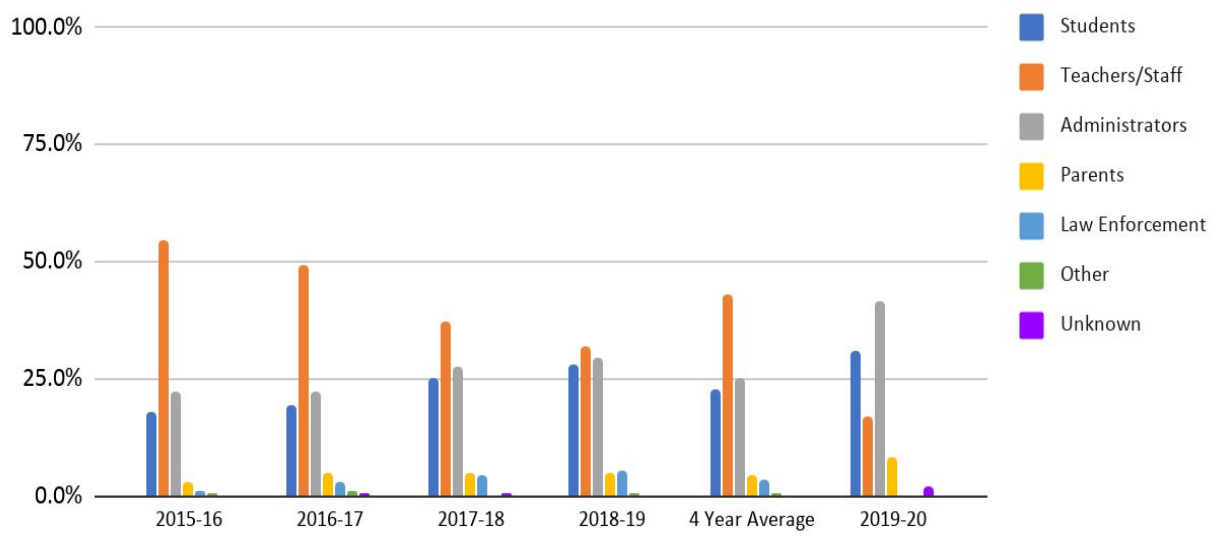
Type of Incidents in LPS High Schools Involving Juvenile Referrals



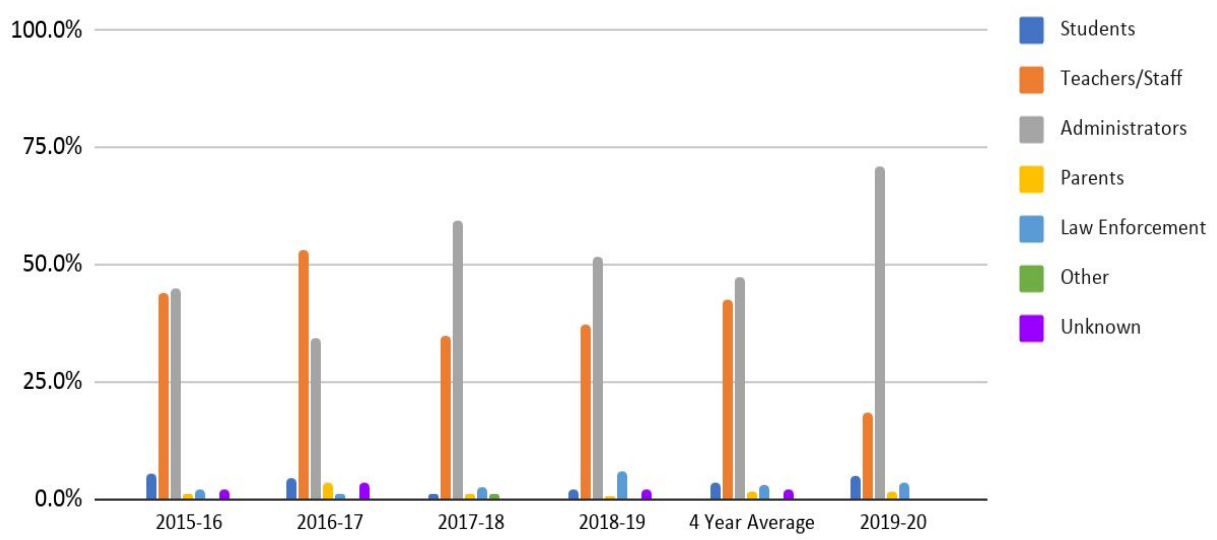
Type of Incidents in LPS Middle *and* High Schools Involving Juvenile Referrals



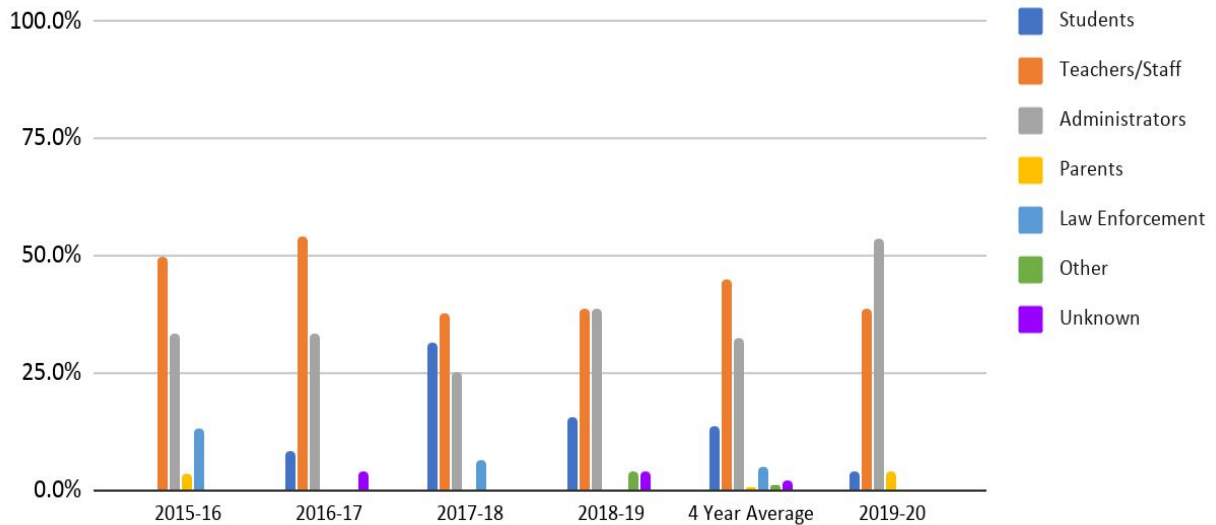
Who Initiated Assault CFS at LPS Schools that Resulted in a Juvenile Referral?



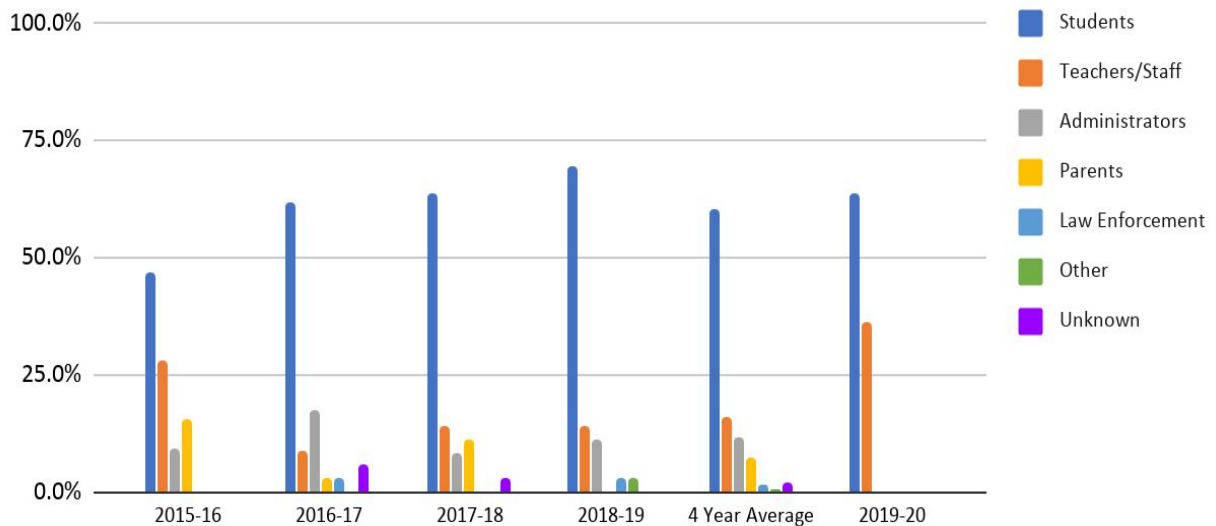
Who Initiated Narcotics CFS at LPS Schools that Resulted in a Juvenile Referral?



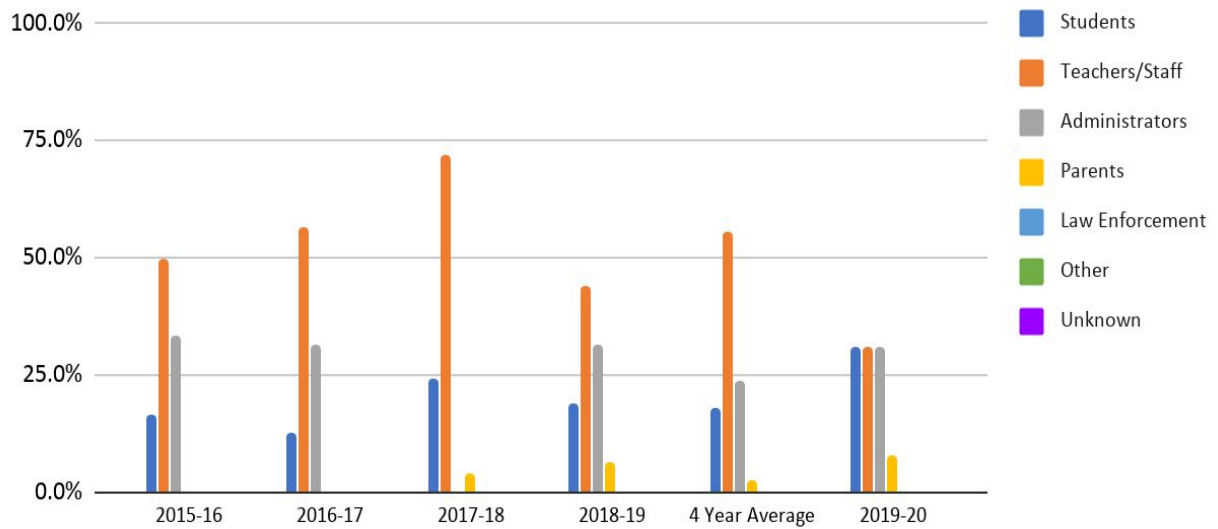
Who Initiated Disturbing the Peace CFS at LPS Schools that Resulted in a Referral?



Who Initiated Larceny CFS at LPS Schools that Resulted in a Referral?



Who Initiated Vandalism CFS at LPS Schools that Resulted in a Referral?



Disparity Indices for CFS

We examined all incidents occurring at LPS middle and high schools and evaluated whether the racial disparity index for victims and suspects/persons responsible listed in LPD reports changed in 2019-20 compared to the prior four year average.

The disparity index is a measure of the over- or underrepresentation in a particular category, such as being a victim or suspect. A disparity ratio of 1.0 indicates no disparity. A ratio of above 1 indicates overrepresentation in a particular category. A ratio below 1 indicates underrepresentation in a particular category.

It is important to note that the disparity index can be subject to large changes due to small population sizes. For example, if a population is very small in LPS and a handful of students received a referral for a single incident, then the disparity index for this group may change dramatically simply because of the small sample size. Hence, it is best to look at the disparity index over time using averages of multiple years.

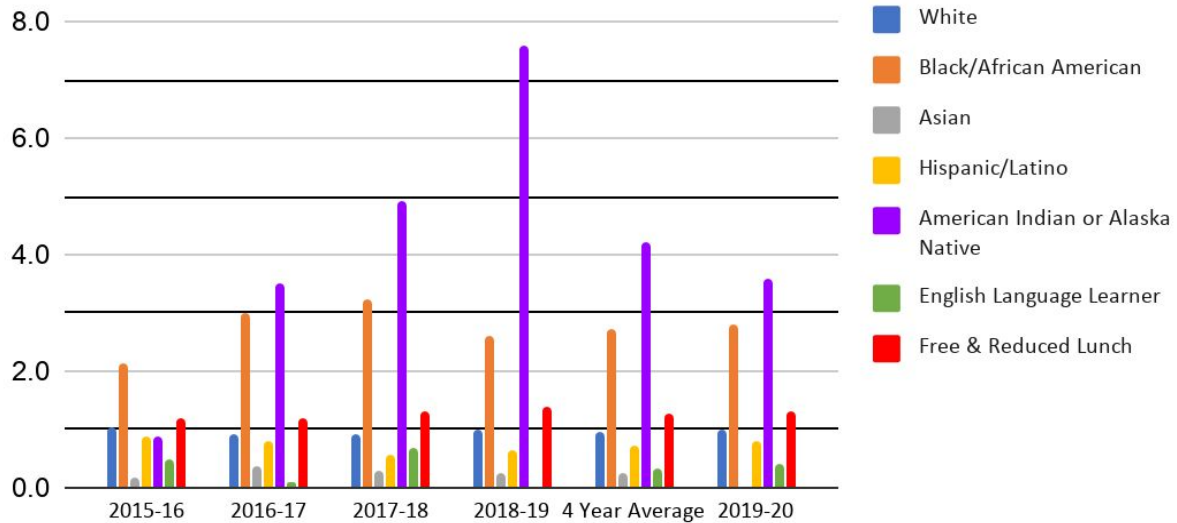
In general, the racial disparity index for all victims in 2019-20 closely approximated the four-year average. Among victims in LPS middle and high schools in 2019-20, American American or Alaska Native and Black/African American students are overrepresented (2.4 and 2.6, respectively), while Asian and Hispanic/Latino students are underrepresented (.4 and .6, respectively). Students who are English Language Learners are underrepresented as victims (.7), while students who receive free or reduced lunch are overrepresented (1.3).

The racial disparity index for all suspects/persons responsible in 2019-20 also approximated the four-year average for nearly every group of students, with the exception of American Indian or Alaska Native students, whose disparity index decreased from 3.2 to 1.4.

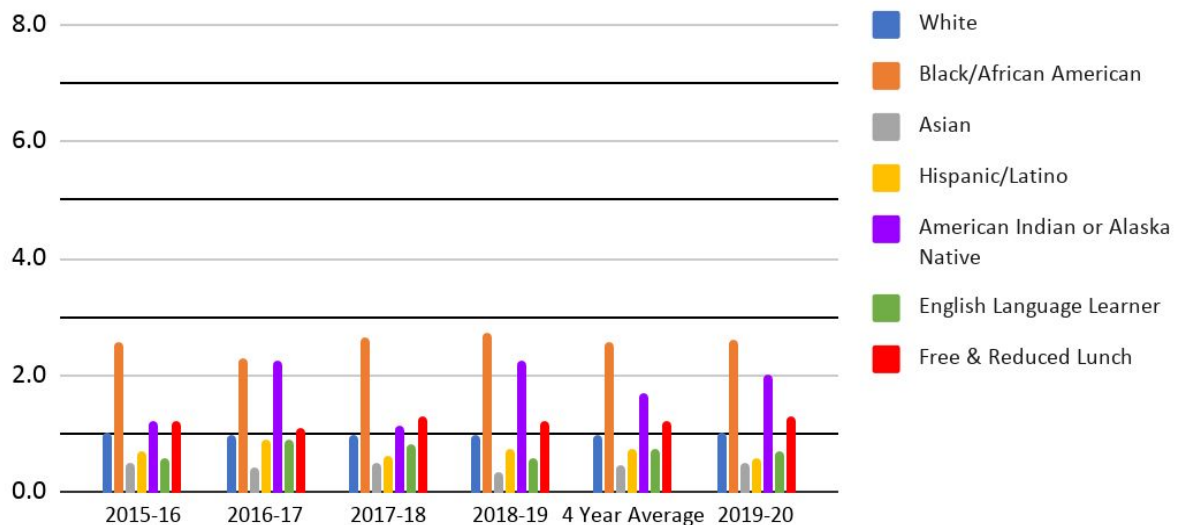
Among suspects/persons responsible in LPS middle and high schools in 2019-20, American Indian or Alaska Native and Black/African American students are overrepresented (1.4 and 4.3, respectively), while Asian students are underrepresented (.5). Students who are English Language Learners are underrepresented as suspects/persons responsible (.8), while students who receive free or reduced lunch are overrepresented (1.5).

In general, as in prior years, Black/African American and American Indian or Alaska Native students were overrepresented among both victims and suspects/persons responsible in 2019-20, as were free-and-reduced lunch students. In general, the victim disparity ratios did not vary substantially among demographic groups in 2019-20 compared to the prior four-year average.

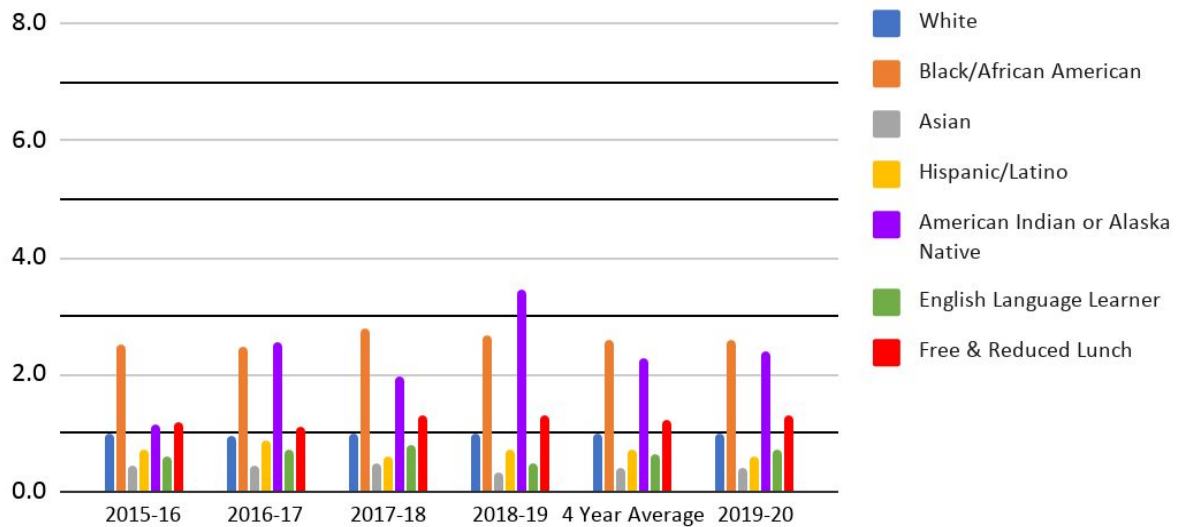
Victim Disparity Index (Middle Schools)



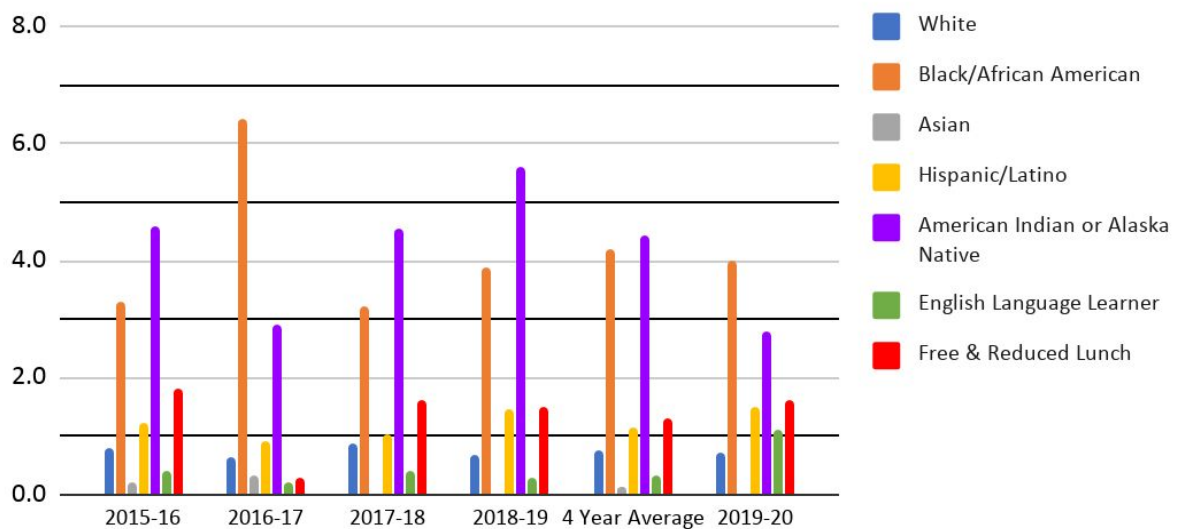
Victim Disparity Index (High Schools)



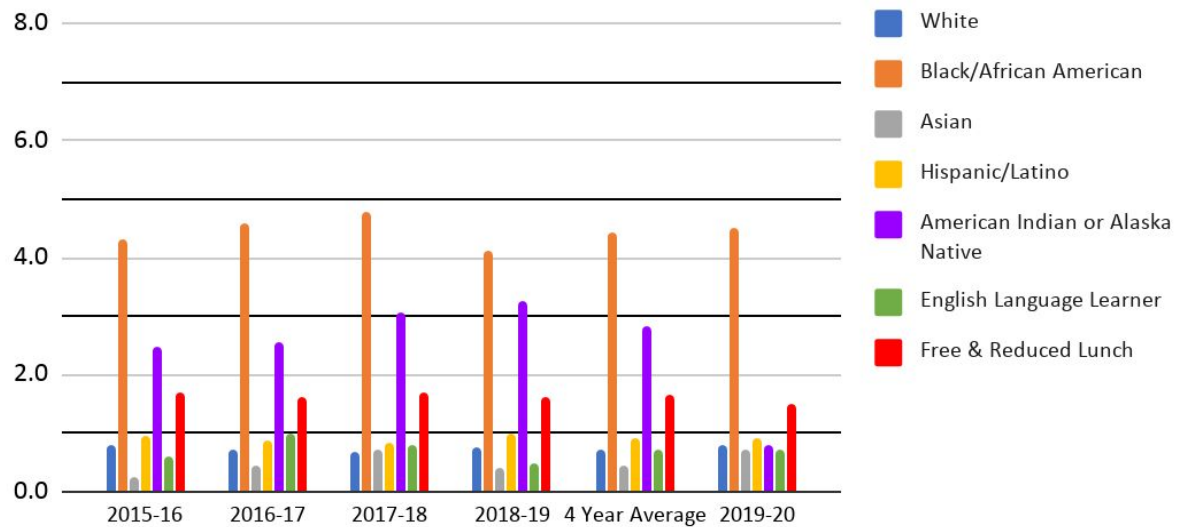
Victim Disparity Index (Total of Middle and High Schools)



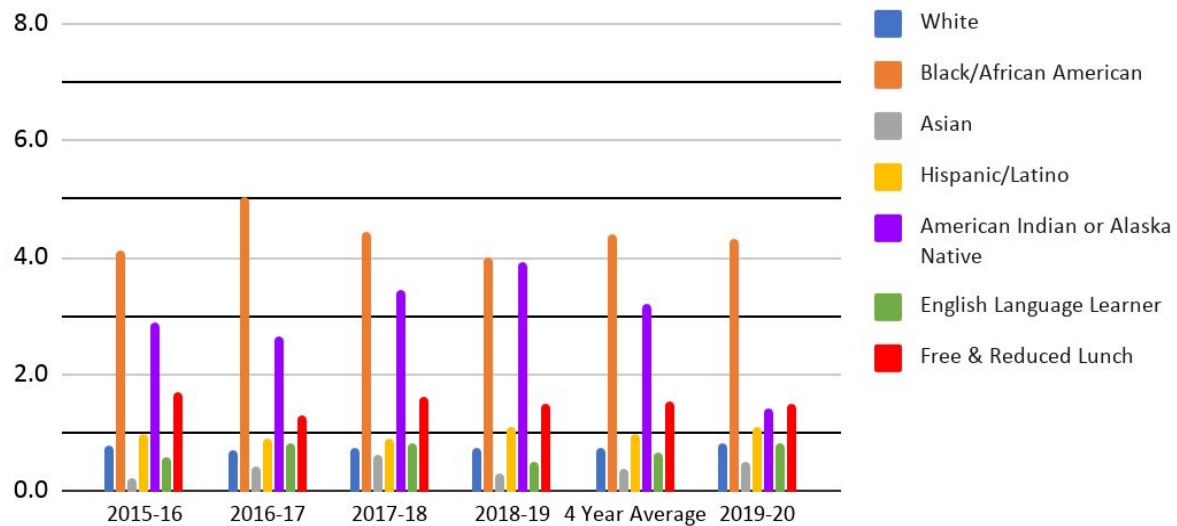
Suspect/Person Responsible Disparity Index (Middle Schools)



Suspect/Person Responsible Disparity Index (High Schools)



Suspect/Person Responsible Disparity Index (Total of Middle *and* High Schools)



SRO Complaints and Commendations

LPD investigated four complaints against SROs in 2019-20. There were two Internal Affairs Complaints:

1) Racial Profiling/Discrimination: The complainant's father alleged that the SRO contacted his/her child in a high school parking lot due to the child's race. The investigation revealed the child was parked in a handicap parking stall as the officer was citing multiple vehicles for parking violations, per request of school administrators who noted that this was becoming an issue. The child approached the officer and provided proof of a temporary handicap parking permit which was not originally displayed in the vehicle. The case was classified as unfounded.

2) Misconduct (non-LPS location): The complainant was contacted, detained, and eventually cited for causing a disturbance at a post office location. The SRO simply arrived on scene as the complainant was detained and cited. As a result, the SRO was included in the complaint by the complainant. The case was classified as exonerated for the SRO.

There were two Team-Level Complaints:

1) Dissatisfied with investigation: The SRO was conducting a school threat assessment investigation and obtained permission from a student to look through cell phone images. The parent of the student complained, stating the officer should have obtained the parent's permission first. The officer followed all school and department policies appropriately. The complaint was filed as exonerated.

2) Misconduct (non-LPS location): The SRO left a department-issued rifle unattended within the police station. The matter was initiated by a supervisor and classified as a warning.

In 2019-20, LPD SROs received 19 commendations. Some examples include an SRO who deescalated a situation in which a special education student assaulted a teacher, an SRO who identified and assisted a student who was having serious at-home issues, and an SRO who investigated a child abuse of an English Language Learner student who also had severe developmental issues.

Complaints and Commendations for 2019-20

<u>Type of Complaint</u>		<u>Reason</u>		<u>Outcome</u>		<u>Commendations</u>
IA Complaint	2	Rudeness	0	Exonerated	2	19
Other Complaint	2	Dissatisfaction	1	Education	0	
Inquiry Only	0	Policy Violation	0	Warning	1	
EWTS	0	Conduct Problem	3	PA Issued		0
Total	4	Other	0	Pending	0	
		Discrim. Alleged	1	Not Substantiated	0	
		Total	5	Unsubstantiated	1	
				No Action Taken	0	
				Past Due	0	
				Total	4	

*2019-20: One IA complaint on an SRO was generated when they were working the street during COVID-19 coverage

SRO Presentations

In 2019-20, high school SROs conducted 19 presentations for 361 students and middle school SROs conducted 109 presentations for 3,273 students. In total, SROs conducted 128 presentations for a total number of 3,634 students.

SROs presented on a variety of topics, including Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Personal Safety, Traffic Safety, and others.

Annual Presentations

(Data was not tracked until 2019-20)

Middle School Presentations	Presentation Topics	MS Students Reached	High School Presentations	Presentation Topics	HS Students Reached	Total Presentations	Total Number of Students Reached
109	Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics, Personal Safety, Traffic Safety, Other	3,273	19	Alcohol/DUI, Community Relations, General Law Enforcement, Internet Safety, Legal Topics	361	128	3,634

SRO Training

The twelve SROs received a total of 986 training hours in 2019-20. Of these hours, 462 were SRO-related. Here is a list of the types of training that SROs received: Basic SRO training, Policing the Teen Brain, active shooter and critical incidents, behavioral health and threat assessment, mental health disorders, cultural awareness, legal topics, use of control, and de-escalation.

SRO Training

SRO	Total Training Hours	SRO-Related Training	Types of SRO Training
1	81.25	52.75	Basic SRO training, Policing the Teen Brain, Active Shooter and Critical Incidents, Behavioral Health and Threat Assessment, Mental Health Disorders, Cultural Awareness, Legal Topics, Use of Control and De-escalation
2	60	20.5	
3	42.5	28	
4*	32	7.25	
5	94.25	72.25	
6	193.5	67.25	
7	142	21.25	
8	91	58.75	
9	50.25	25.25	
10	96.5	54.25	
11	52.25	26.25	
12	50.5	28.25	
Total	986	462	

*Military Leave

Lincoln Public Schools Data

Note about LPS data from the 2019-20 school year

Because of school disruptions caused by the COVID-19 pandemic, it may be useful to provide contextual information about the LPS data in this section of the report (pages 32-149).

- LPS students and teachers participated in remote learning during the 4th quarter of the 2019-20 school year.
- The LPS Perception survey was not sent to students, parents, and staff. All Perception survey data in these slides represent data from the 2018-19 school year.
- Since students and teachers were not in school buildings, LPS discipline data from 2019-20 may not be representative of a “typical” school year.
- Perception and discipline data from the 2019-20 school year are not included in the summaries of the long term trends described on the “Key Takeaway” slides.

LPS Perception Survey Data

Student Data

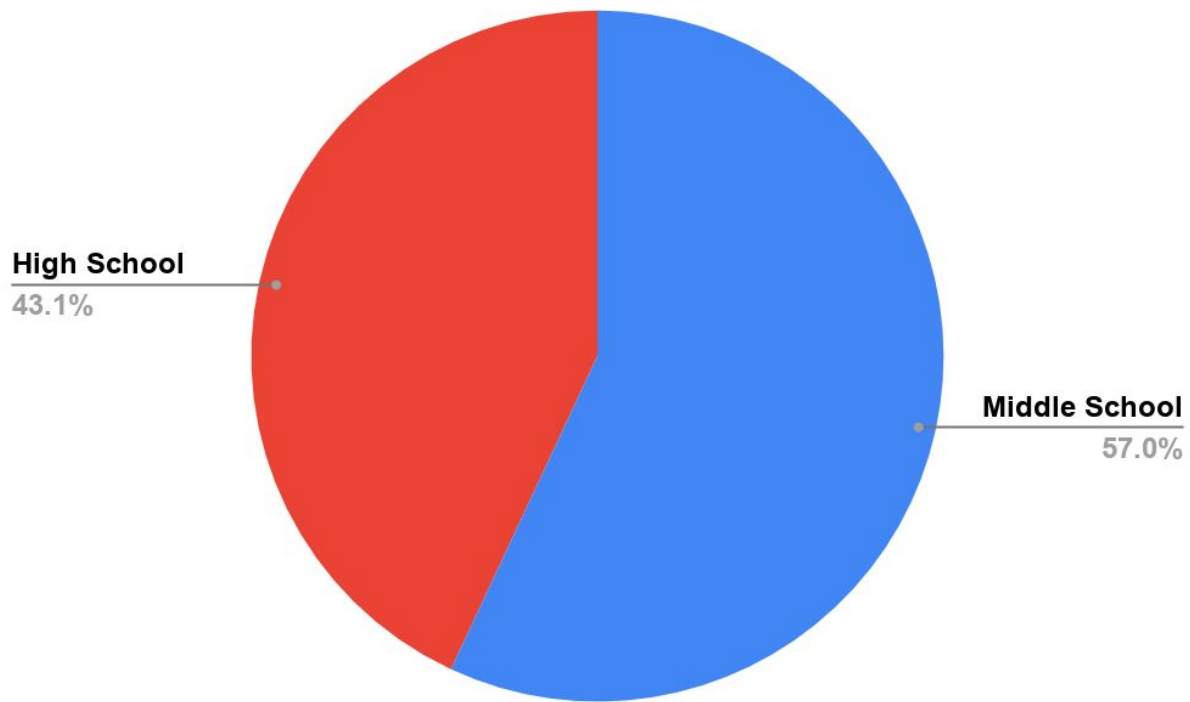
(2018-19 school year)

Development of the District Perception Surveys (student, staff and parents/guardians) began in the 2014-2015 school year. The initial work focused on the following steps: (1) identifying the constructs to be measured and generating clear operational definitions, (2) developing items, (3) conducting item try-outs that included both feedback and empirical data, and (4) developing final field test forms. A district-wide field test was conducted in the spring of 2017. The results of the field test were analyzed and used to revise the instrument for full implementation in the 2017-2018 school year. The survey measures perception in 4 areas: Curriculum, Instruction, and Assessment; School Culture and Climate; Student and Staff Relationships; and Student Engagement. The survey is administered in the spring of each year and is administered to all stakeholders (parents, students, and staff). Results are used to help guide the school improvement process.

The interlocal agreement with Lincoln Public Schools, Lincoln Police Department and the city of Lincoln called for an evaluation of the school resource officers. Instead of creating a stand-alone instrument for this purpose, it was decided to append items to the end of the existing Perception survey. Stakeholders had the opportunity to respond to items specifically about School Resource Officers in the spring of 2019 after the School Resource Officers had been placed in all secondary schools. The Perception survey was not administered in the spring of 2020 because of COVID-19.

Student Data - Total Responses

What level is your school or program?



Response	Number of Responses
Middle School	4,855
High School	3,670

Student Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	477	9.82%
Dawes	325	6.69%
Goodrich	447	9.21%
Irving	611	12.58%
Lefler	505	10.40%
Lux	1	0.02%
Mickle	1	0.02%
Moore	0	0.00%
Park	716	14.75%
Pound	3	0.06%
Schoo	769	15.84%
Scott	939	19.34%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	57	1.17%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	4	0.08%

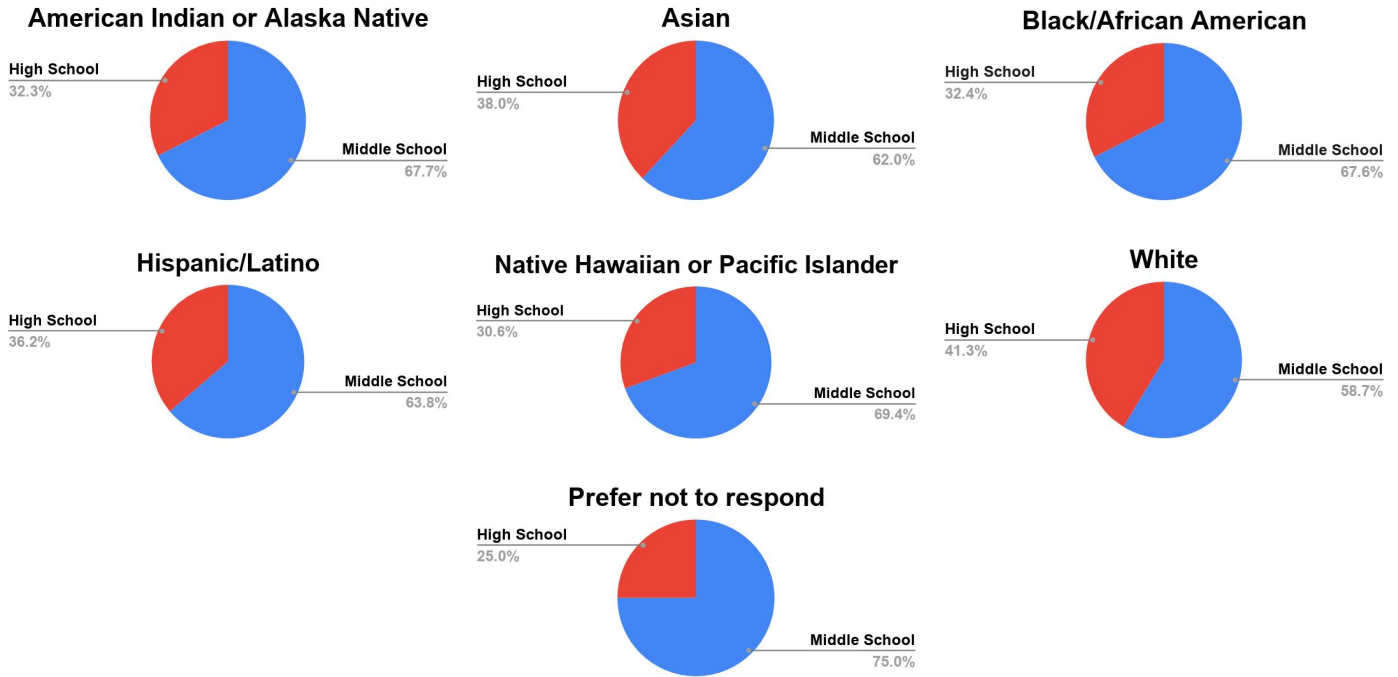
Student Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	828	22.56%
Lincoln High	4	0.11%
North Star	801	21.83%
Northeast	577	15.72%
Southeast	1,235	33.65%
Southwest	2	0.05%
Arts & Humanities FP	71	1.93%
Bryan Comm. FP	39	1.06%
The Career Academy	6	0.16%
Pathfinder Educ. Prog.	1	0.03%
Science FP	78	2.13%
HS Student Support Prog.	2	0.05%
Yankee Hill Prog.	26	0.71%

Student Data - Responses by Ethnicity

What level is your school or program?



Number of Responses							
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	373	456	733	771	143	3803	774
High School	178	279	352	438	63	2678	258

When asked about their racial/ethnic background, students could select multiple groups. The ethnic groups with the largest number of responses were White with 75% of students indicating that as one of their racial/ethnic groups (3,803 middle and 2,678 high school). 14% of students indicated that one of their racial/ethnic groups was Hispanic/Latino (771 middle and 438 high school). 12% indicated Black/African American as one of their racial/ethnic groups, and 12% preferred not to respond to the question. Race/Ethnic groups with smaller representation were Asian 8% (456 middle and 279 high school), American Indian or Alaskan Native 6% (373 middle and 178 high school) and Native Hawaiian or Pacific Islander 2% (143 middle school and 63 high school).

Student Data - Responses by Ethnicity

What is your middle school or program?

	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	37	6.47%	61	10.66%	78	13.64%	113	19.76%	10	1.75%	181	31.64%	92	16.08%
Dawes	41	8.72%	26	5.53%	77	16.38%	53	11.28%	17	3.62%	204	43.40%	52	11.06%
Goodrich	27	4.93%	52	9.49%	77	14.05%	103	18.80%	11	2.01%	145	26.46%	133	24.27%
Irving	34	4.58%	45	6.06%	91	12.25%	68	9.15%	14	1.88%	408	54.91%	83	11.17%
Lefler	51	7.65%	41	6.15%	93	13.94%	76	11.39%	20	3.00%	281	42.13%	105	15.74%
Lux	1	16.67%	1	16.67%	1	16.67%	1	16.67%	1	16.67%	1	16.67%	0	0.00%
Mickle	0	0.00%	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%	0	0.00%
Moore	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Park	51	5.78%	91	10.31%	137	15.52%	172	19.48%	14	1.59%	338	38.28%	80	9.06%
Pound	0	0.00%	1	33.33%	0	0.00%	0	0.00%	2	66.67%	0	0.00%	0	0.00%
Schoo	65	6.70%	60	6.19%	98	10.10%	101	10.41%	26	2.68%	507	52.27%	113	11.65%
Scott	55	4.92%	75	6.70%	70	6.26%	76	6.79%	27	2.41%	708	63.27%	108	9.65%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	11	16.67%	3	4.55%	11	16.67%	6	9.09%	1	1.52%	28	42.42%	6	9.09%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	1	25.00%	0	0.00%	1	25.00%	2	50.00%

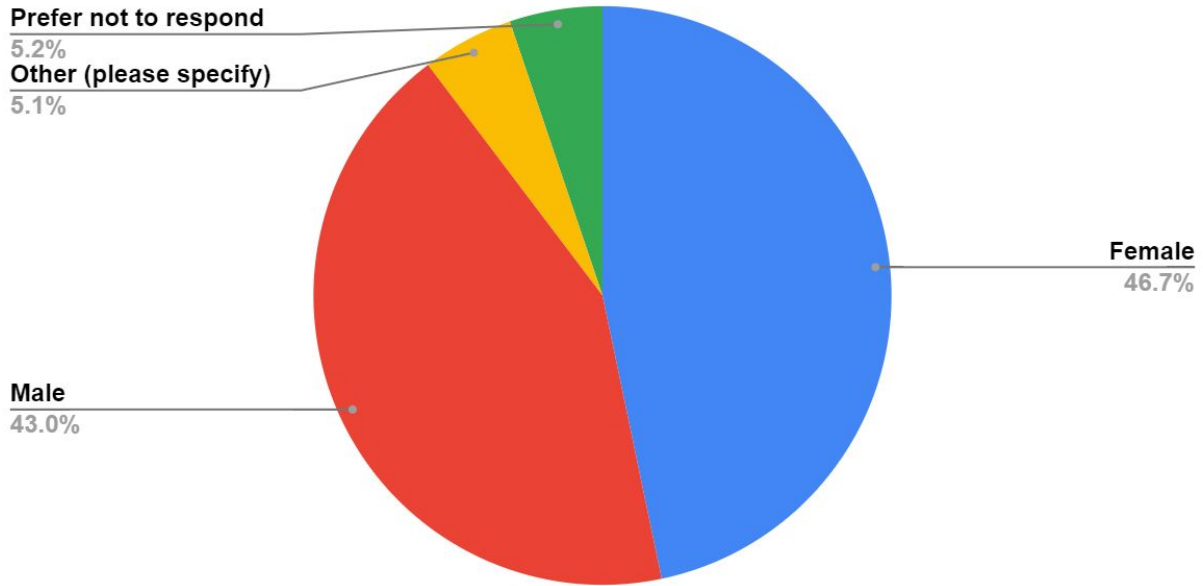
Student Data - Responses by Ethnicity

What is your high school or program?

	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	19	2.05%	60	6.47%	38	4.09%	73	7.87%	13	1.40%	684	73.71%	41	4.42%
Lincoln High	1	20.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	1	20.00%	2	40.00%
North Star	54	5.66%	104	10.90%	99	10.38%	168	17.61%	17	1.78%	438	45.91%	74	7.76%
Northeast	29	4.30%	47	6.97%	79	11.72%	62	9.20%	7	1.04%	406	60.24%	44	6.53%
Southeast	57	4.03%	62	4.39%	114	8.07%	114	8.07%	23	1.63%	961	68.01%	82	5.80%
Southwest	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	50.00%	0	0.00%
Arts & Humanities FP	5	5.95%	1	1.19%	7	8.33%	5	5.95%	0	0.00%	62	73.81%	4	4.76%
Bryan Comm. FP	2	4.35%	0	0.00%	8	17.39%	8	17.39%	0	0.00%	27	58.70%	1	2.17%
The Career Academy	0	0.00%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	6	85.71%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Science FP	5	5.56%	1	1.11%	3	3.33%	4	4.44%	1	1.11%	71	78.89%	5	5.56%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%
Yankee Hill Prog.	5	12.50%	2	5.00%	4	10.00%	4	10.00%	2	5.00%	18	45.00%	5	12.50%

Student Data - Total Responses

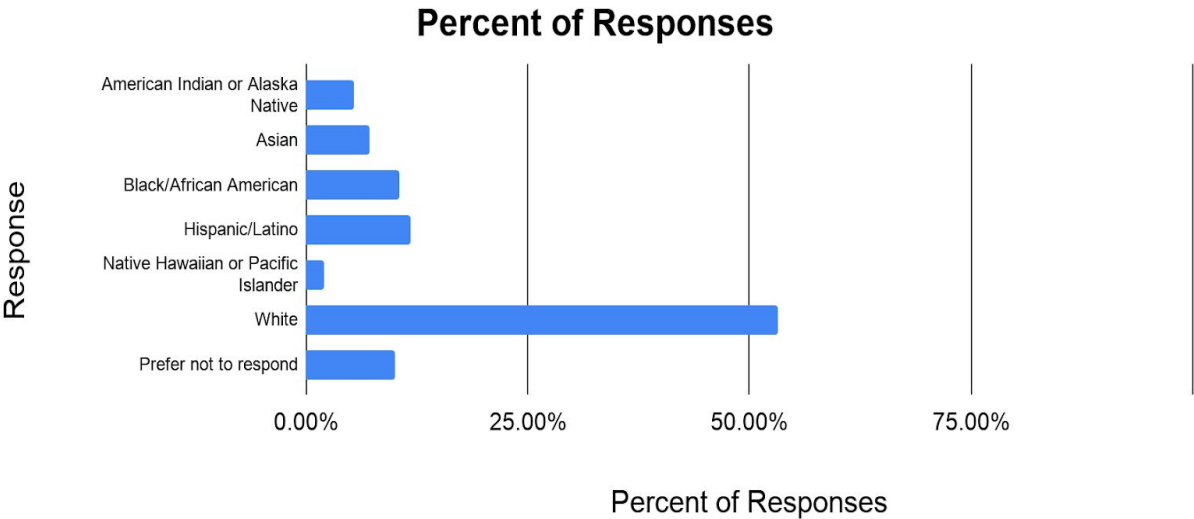
What is your gender (please choose one)?



Response	Number of Responses
Female	3,960
Male	3,642
Other (please specify)	434
Prefer not to respond	441

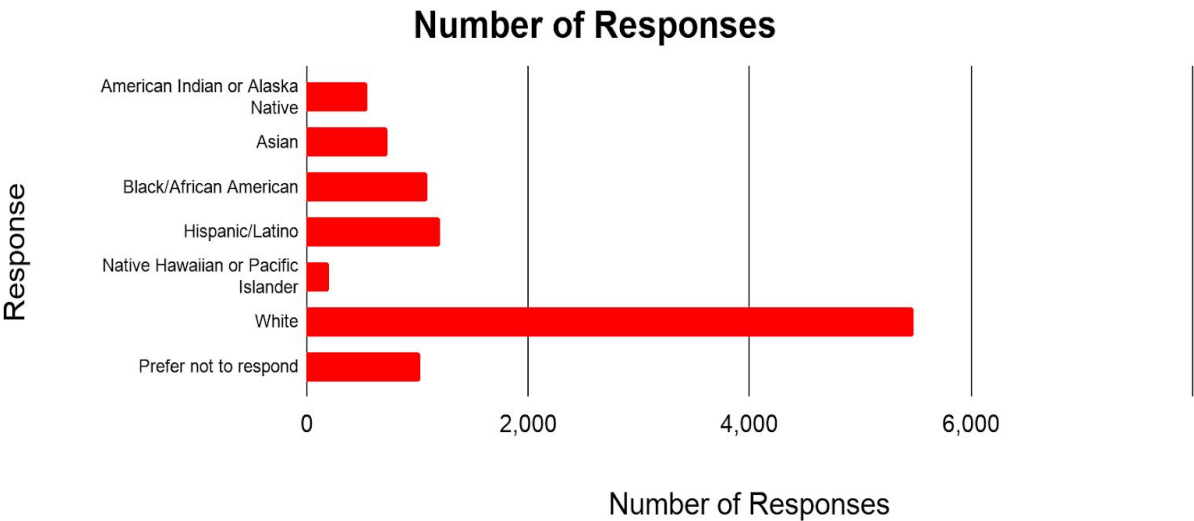
Student Data - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



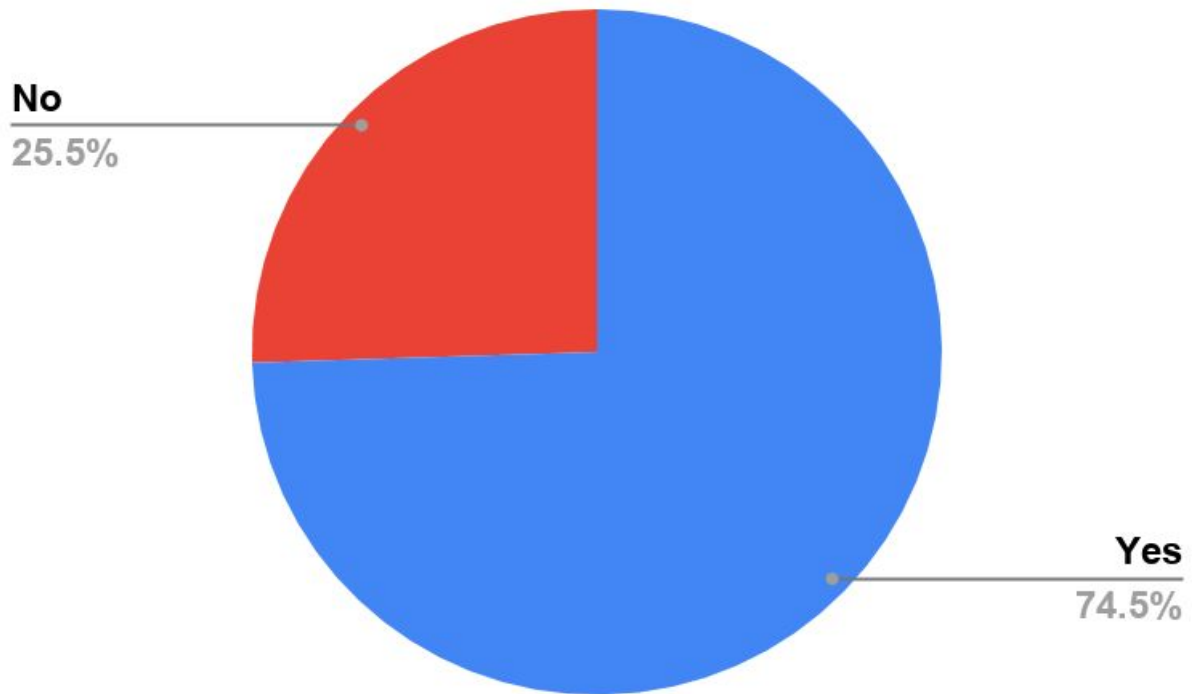
Student Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Student Data - Total Responses

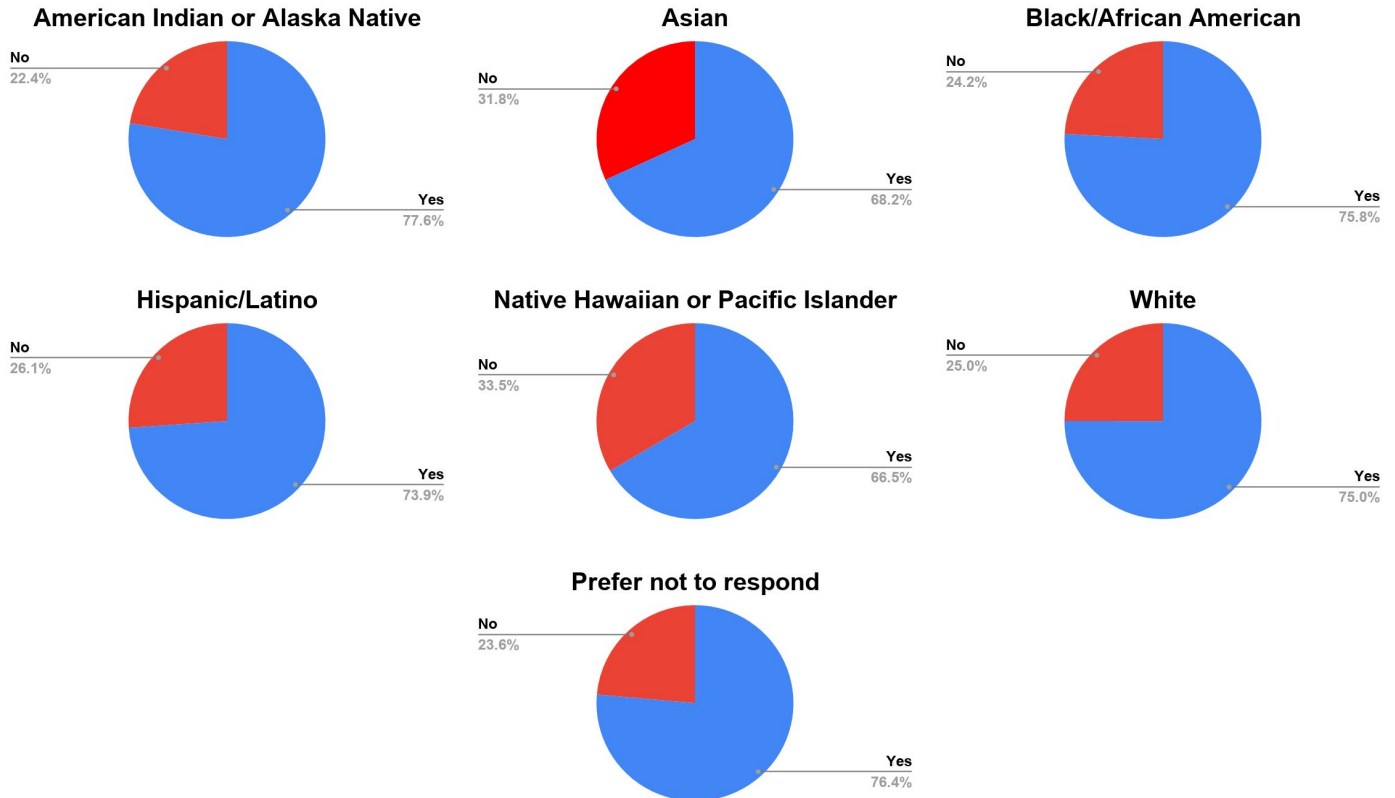
Were you aware that there is a School Resource Officer (SRO) at your school?



Response	Number of Responses
Yes	6,330
No	2,165

Student Data - Responses by Ethnicity

Were you aware that there is a School Resource Officer (SRO) at your school?

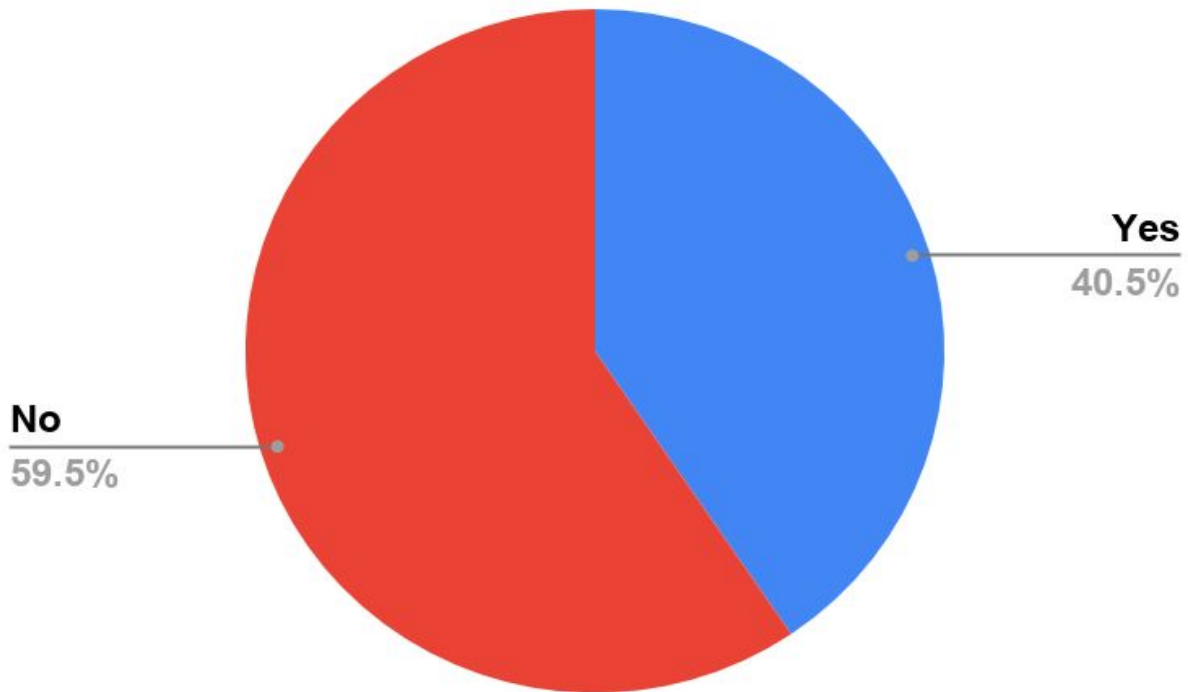


Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	426	499	822	892	137	4,107	786
No	123	233	262	315	69	1,368	243

Student awareness of the presence of the school resource officer was consistent across ethnic groups with about 75% of students saying they knew about resource officers and 25% indicating that they did not know.

Student Data - Total Responses

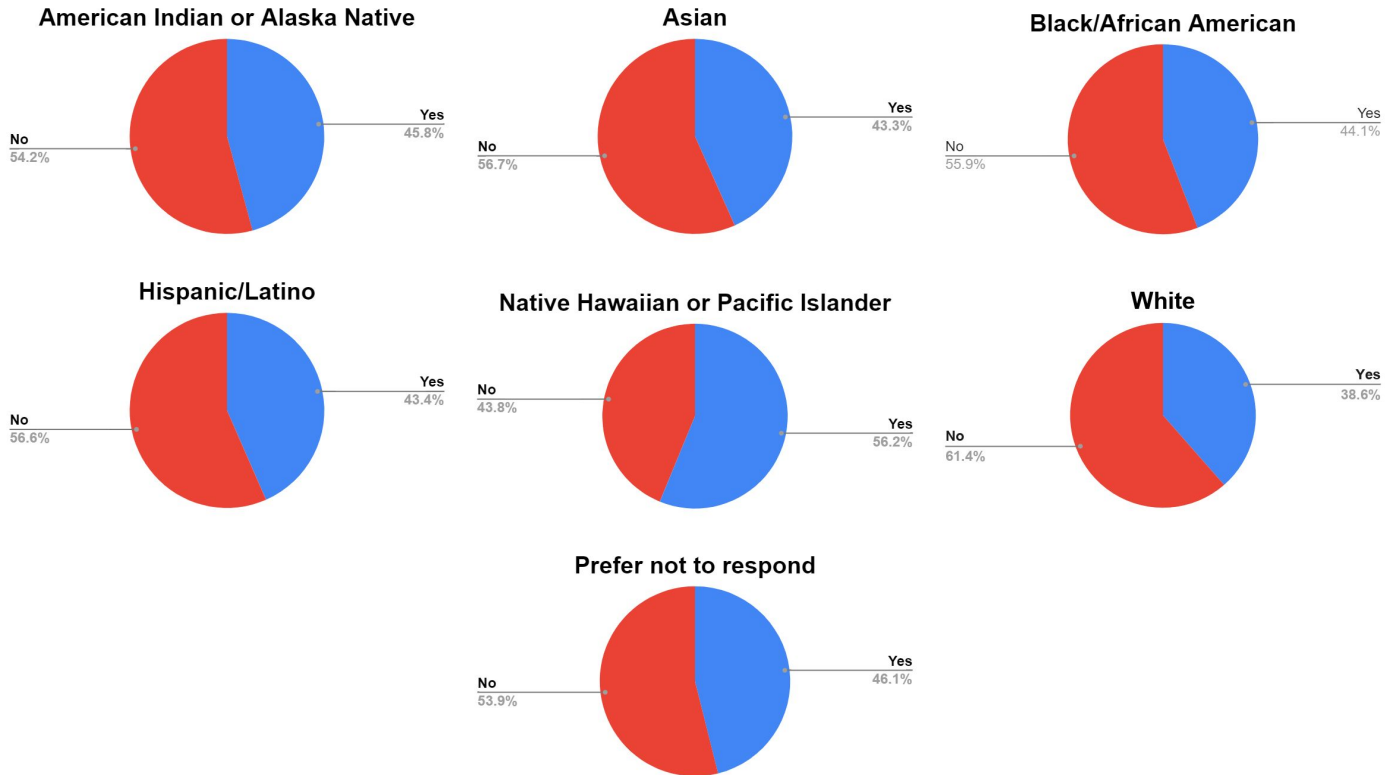
**Has the School Resource Officer (SRO)
presented in any of your classes?**



Response	Number of Responses
Yes	2,561
No	3,761

Student Data - Responses by Ethnicity

Has the School Resource Officer (SRO) presented in any of your classes?

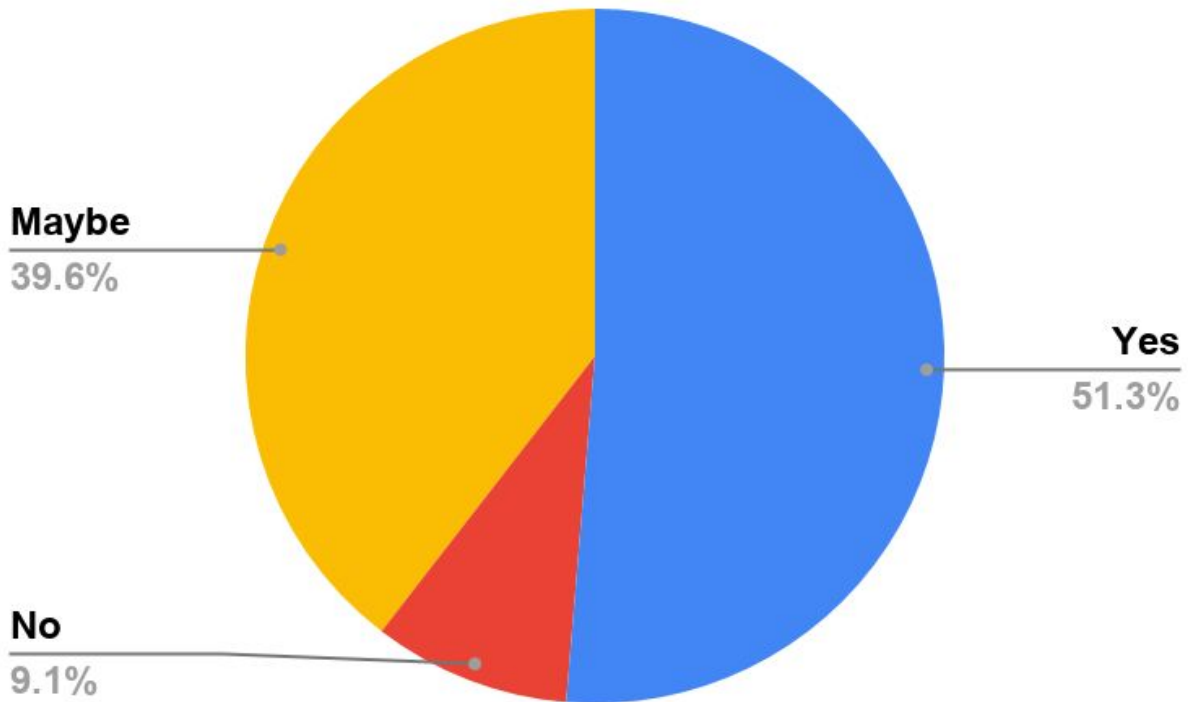


Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	195	216	362	387	77	1,581	362
No	231	283	459	504	60	2,520	423

Forty percent of the students indicated that the School Resource Officer (SRO) presented in one or more of their classes. This rate was fairly consistent across racial/ethnic groups.

Student Data - Total Responses

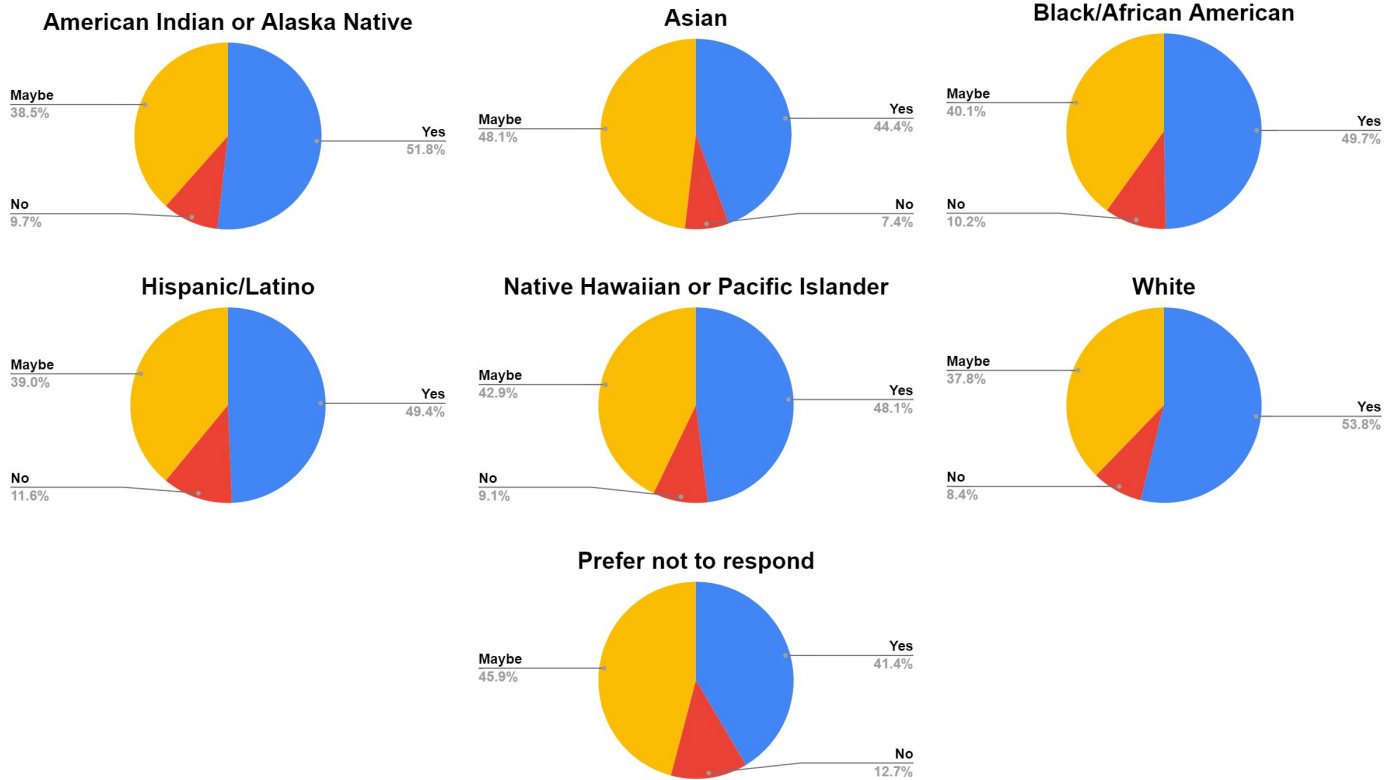
Did you find that presentation useful?



Response	Number of Responses
Yes	1,314
No	234
Maybe	1,013

Student Data - Responses by Ethnicity

Did you find that presentation useful?

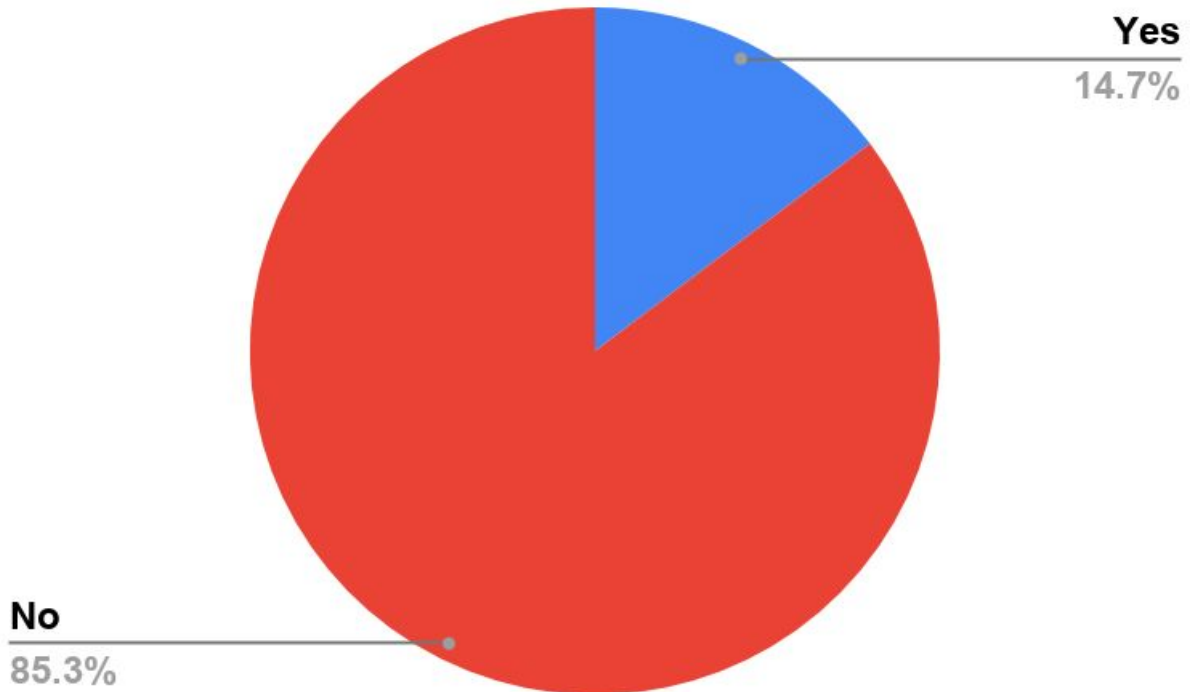


Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	101	96	180	191	37	851	150
No	19	16	37	45	7	133	46
Maybe	75	104	145	151	33	597	166

Of the students who indicated that the School Resource Officer (SRO) presented to at least one of their classes, about 50% said the presentation was helpful. This perception was fairly consistent across racial/ethnic groups.

Student Data - Total Responses

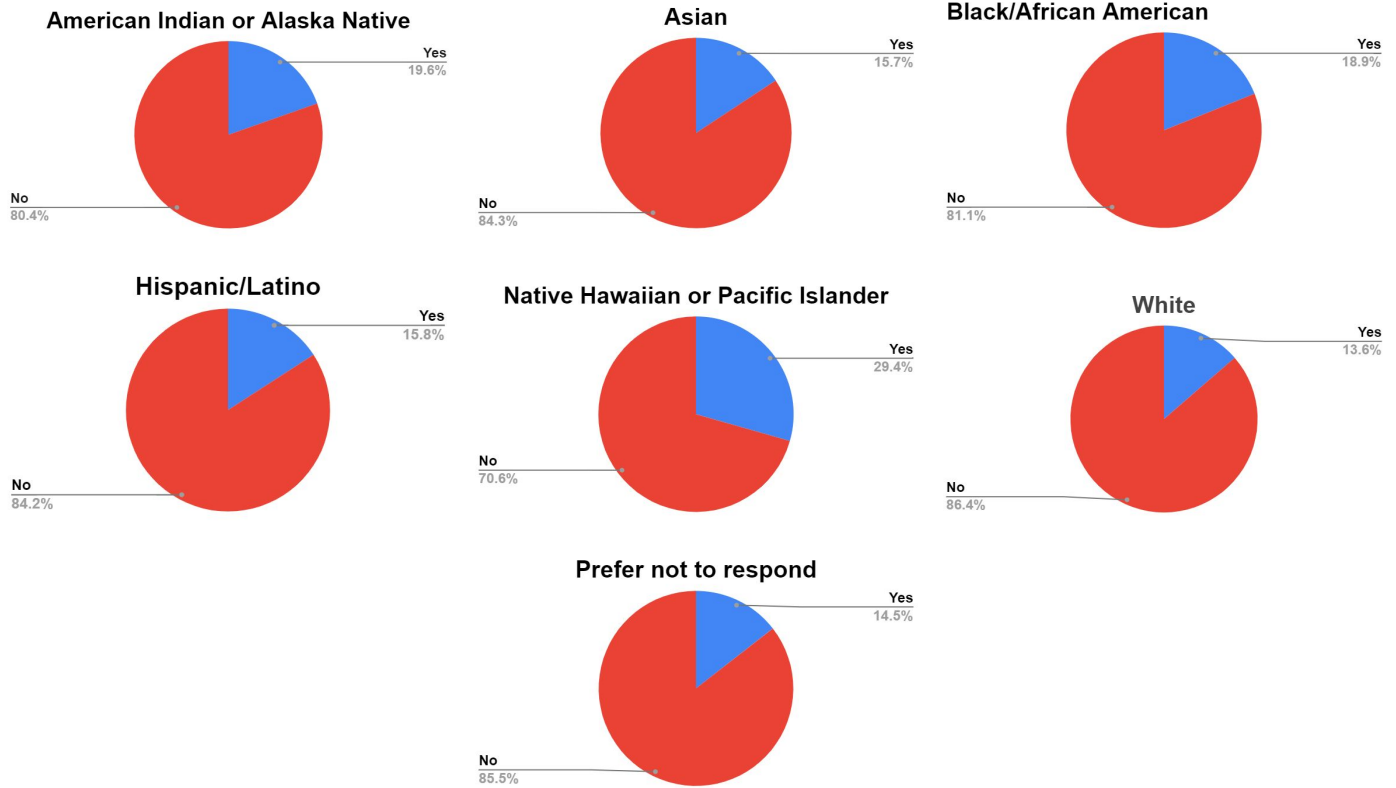
Did the School Resource Officer (SRO) contact you about an issue at school this year?



Response	Number of Responses
Yes	926
No	5,379

Student Data - Responses by Ethnicity

Did the School Resource Officer (SRO) contact you about an issue at school this year?

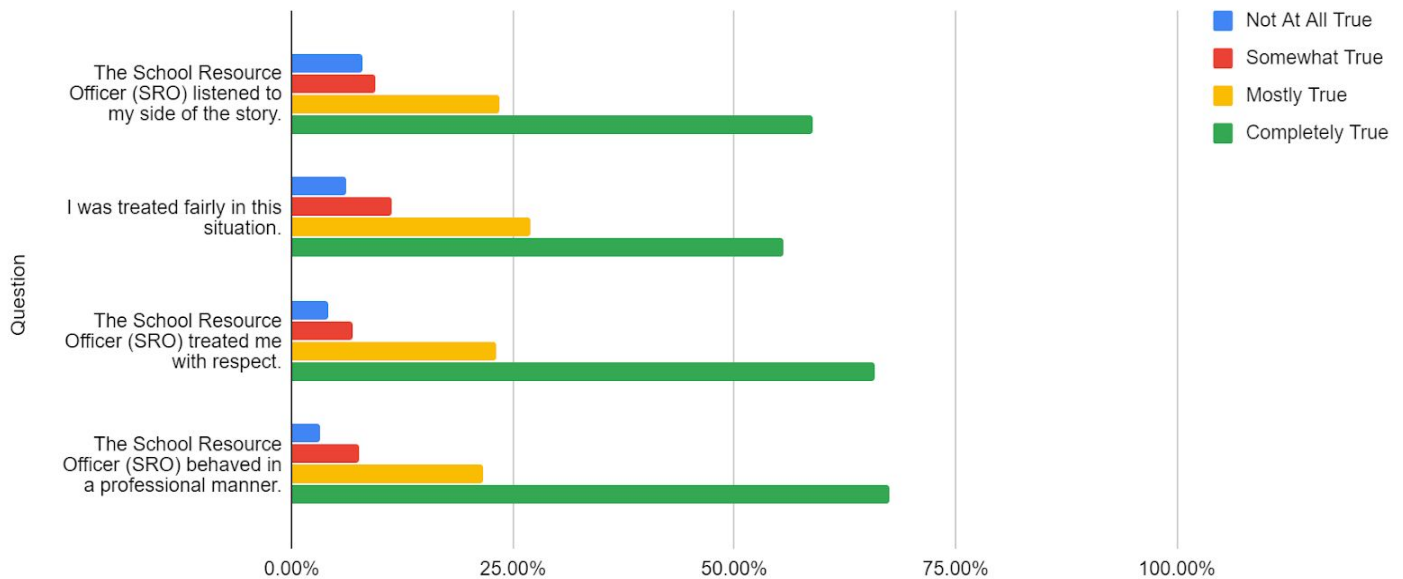


Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	83	78	154	140	40	558	113
No	341	419	660	745	96	3,534	668

Of the students who indicated that they knew School Resource Officers (SROs) were in their school, approximately 15% indicated that the officer made contact with them about an issue at school this year. This contact rate was relatively consistent across racial/ethnic groups.

Student Data - Total Responses

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

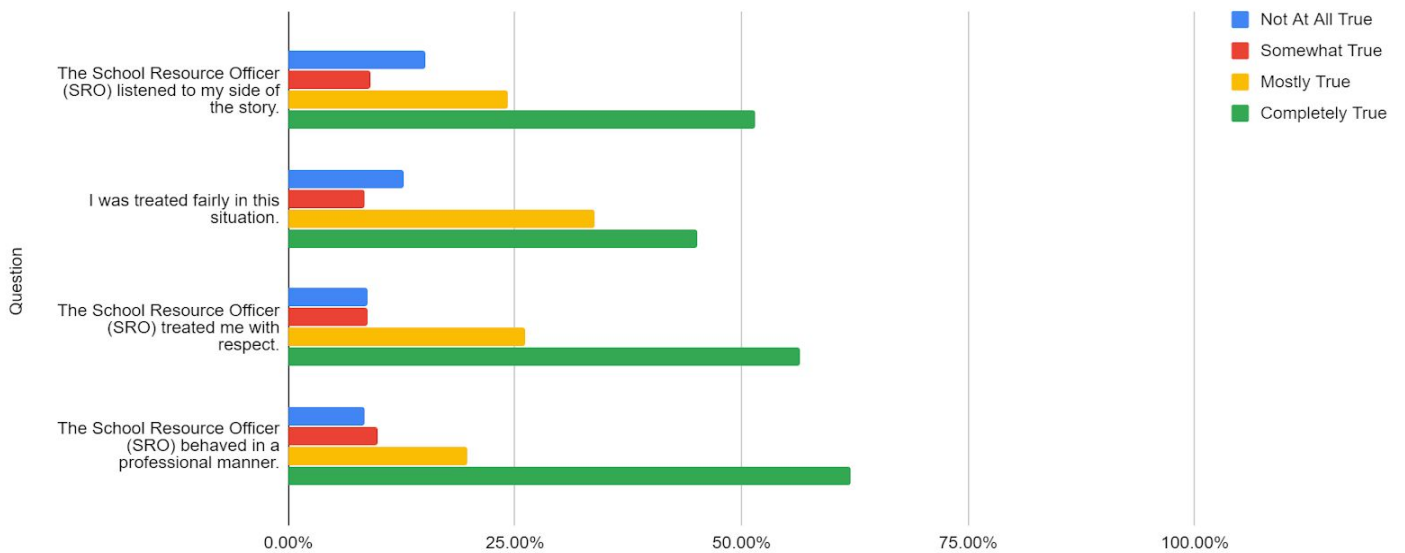


How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	696
I was treated fairly in this situation.	732
The SRO treated me with respect.	760
The SRO behaved in a professional manner.	755

Those students who indicated that they had contact with the School Resource Officer (SRO) were asked a series of questions about that interaction. The majority of the interactions were positively viewed by students.

**Student Data - By Ethnicity
American Indian or Alaska Native**

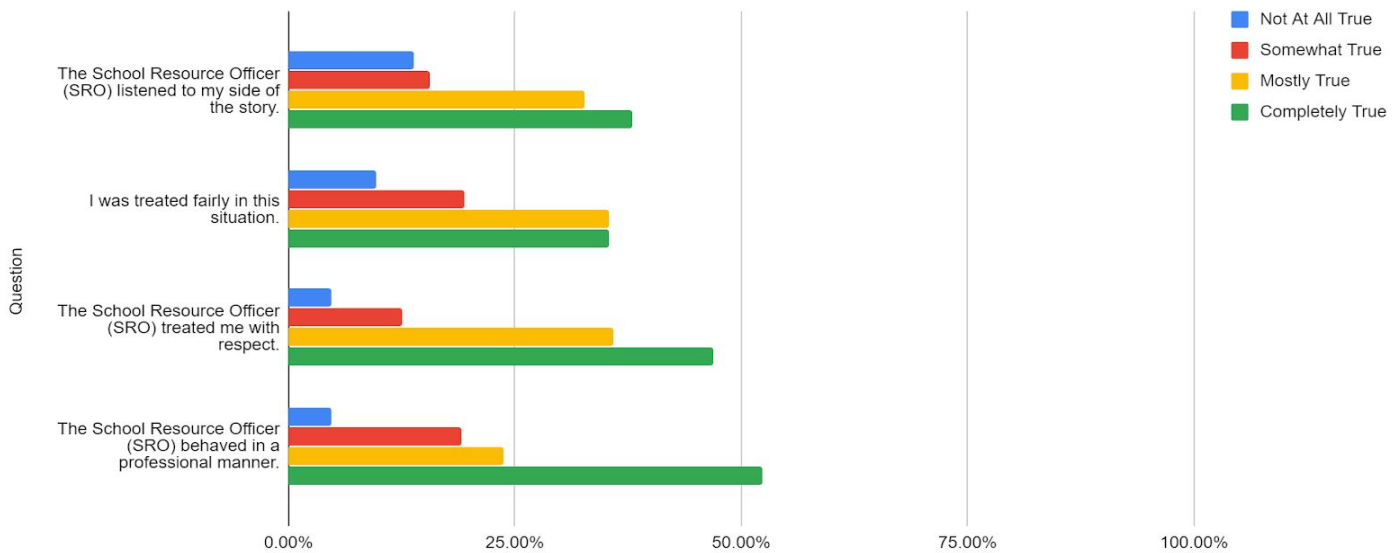
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	66
I was treated fairly in this situation.	71
The SRO treated me with respect.	69
The SRO behaved in a professional manner.	71

Student Data - By Ethnicity Asian

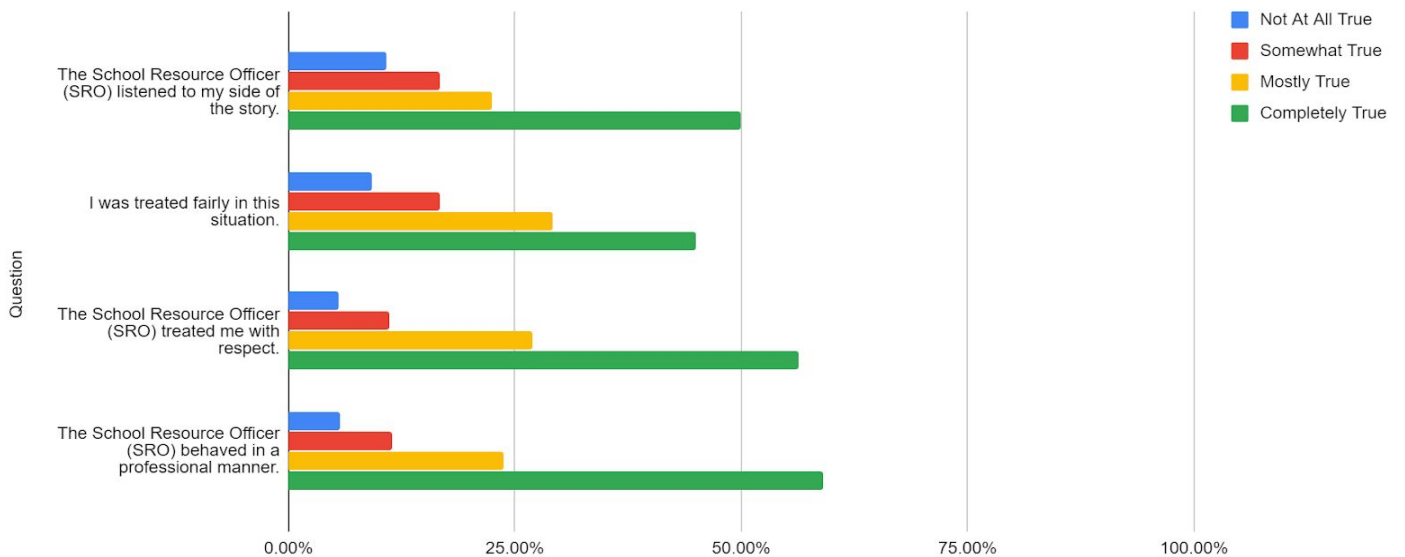
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	58
I was treated fairly in this situation.	62
The SRO treated me with respect.	64
The SRO behaved in a professional manner.	63

**Student Data - By Ethnicity
Black/African American**

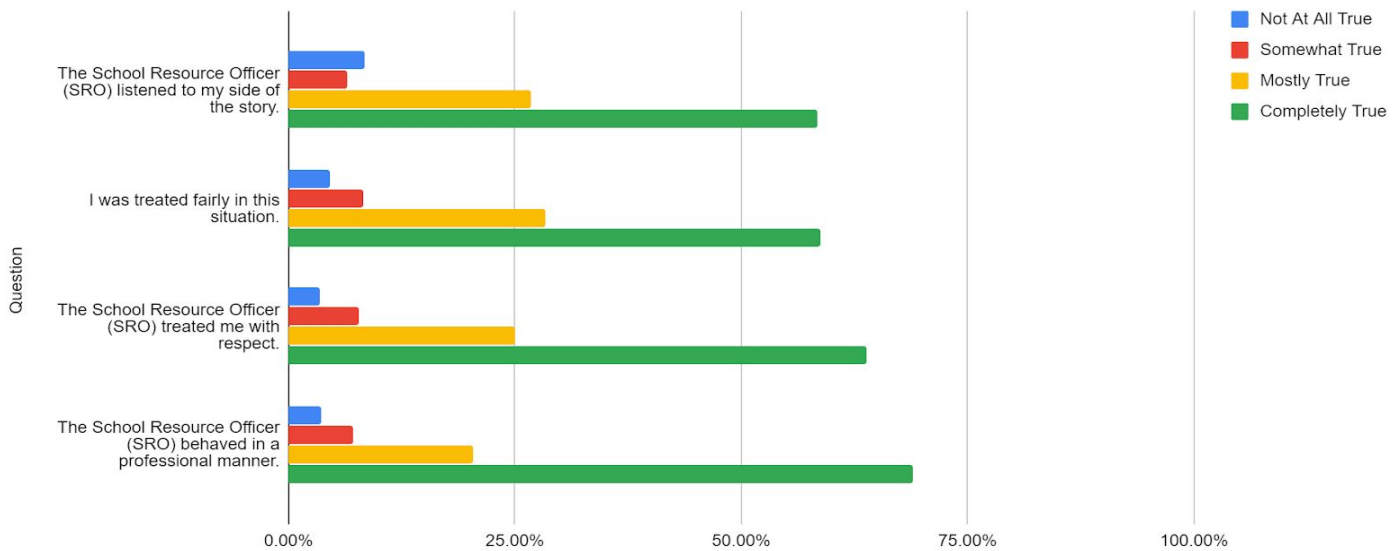
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	120
I was treated fairly in this situation.	120
The SRO treated me with respect.	126
The SRO behaved in a professional manner.	122

Student Data - By Ethnicity Hispanic/Latino

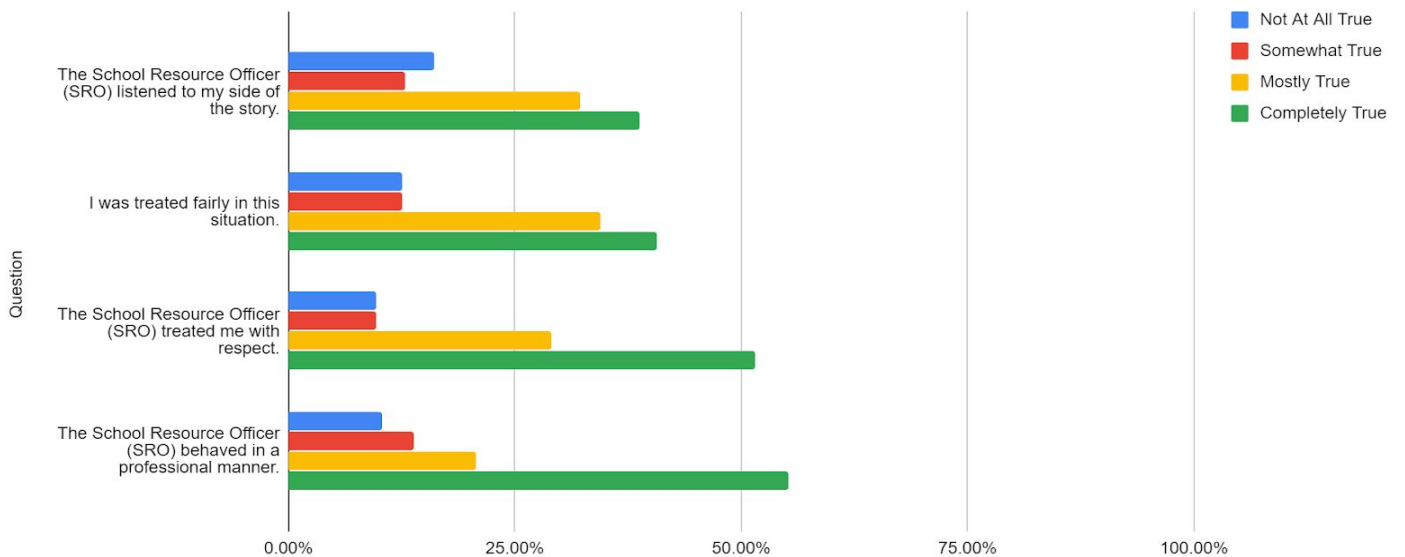
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	108
I was treated fairly in this situation.	109
The SRO treated me with respect.	116
The SRO behaved in a professional manner.	113

Student Data - By Ethnicity
Native Hawaiian or Pacific Islander

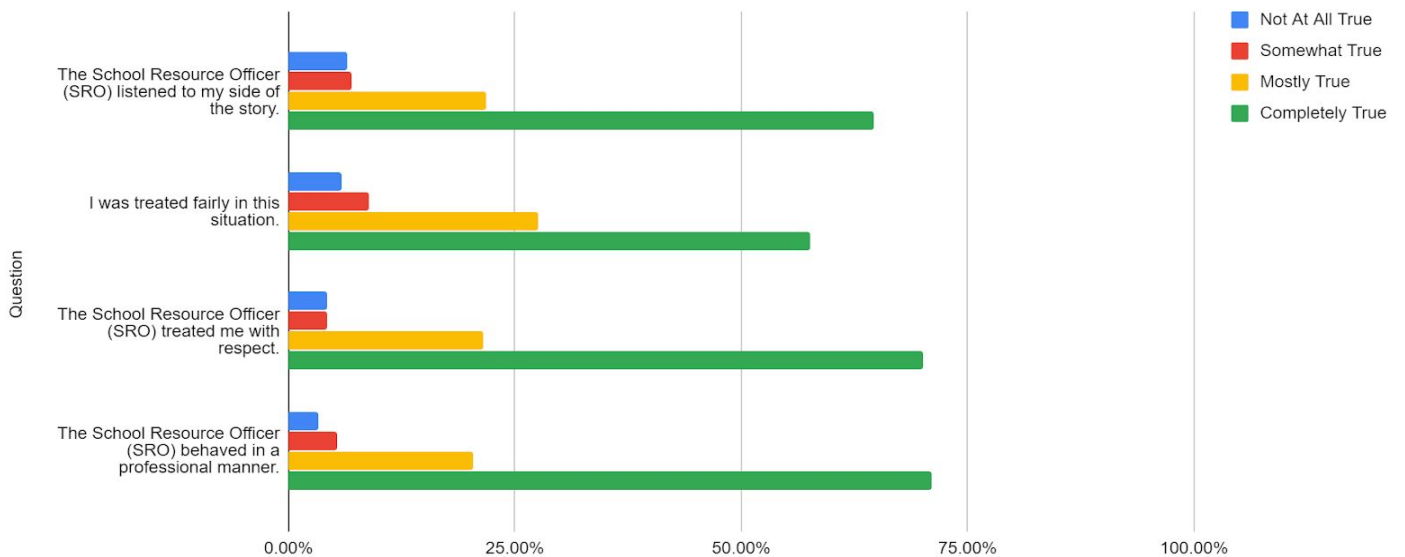
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?



How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	31
I was treated fairly in this situation.	32
The SRO treated me with respect.	31
The SRO behaved in a professional manner.	29

Student Data - By Ethnicity
White

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

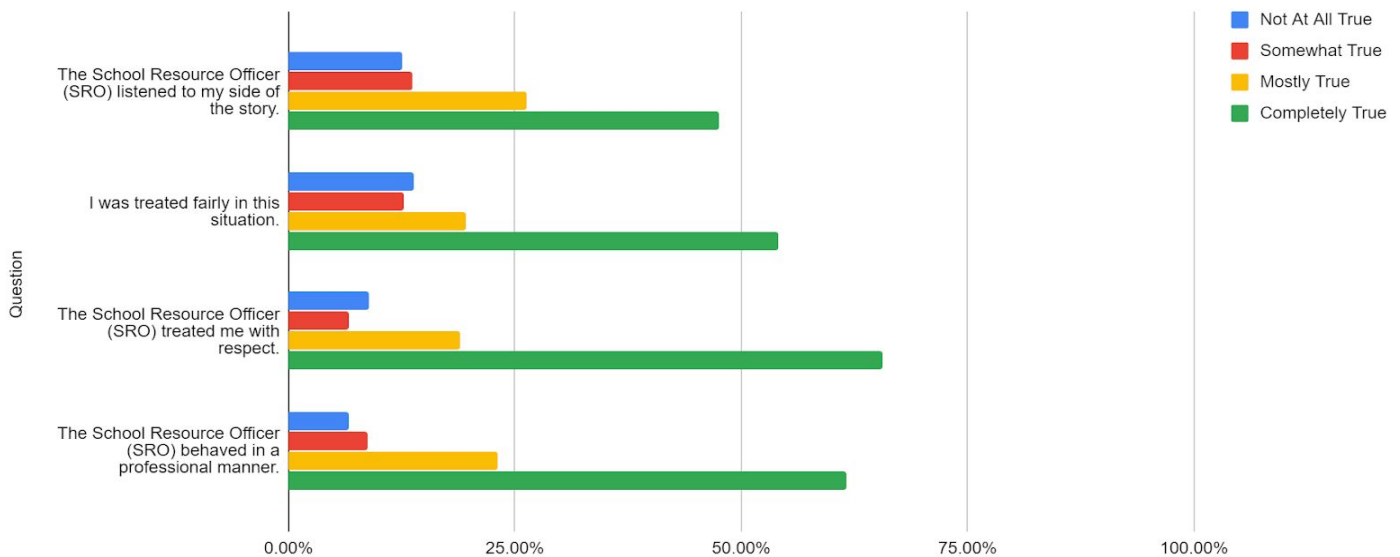


How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	412
I was treated fairly in this situation.	439
The SRO treated me with respect.	452
The SRO behaved in a professional manner.	453

Student Data - By Ethnicity

Prefer not to respond

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. How true is each statement for you?

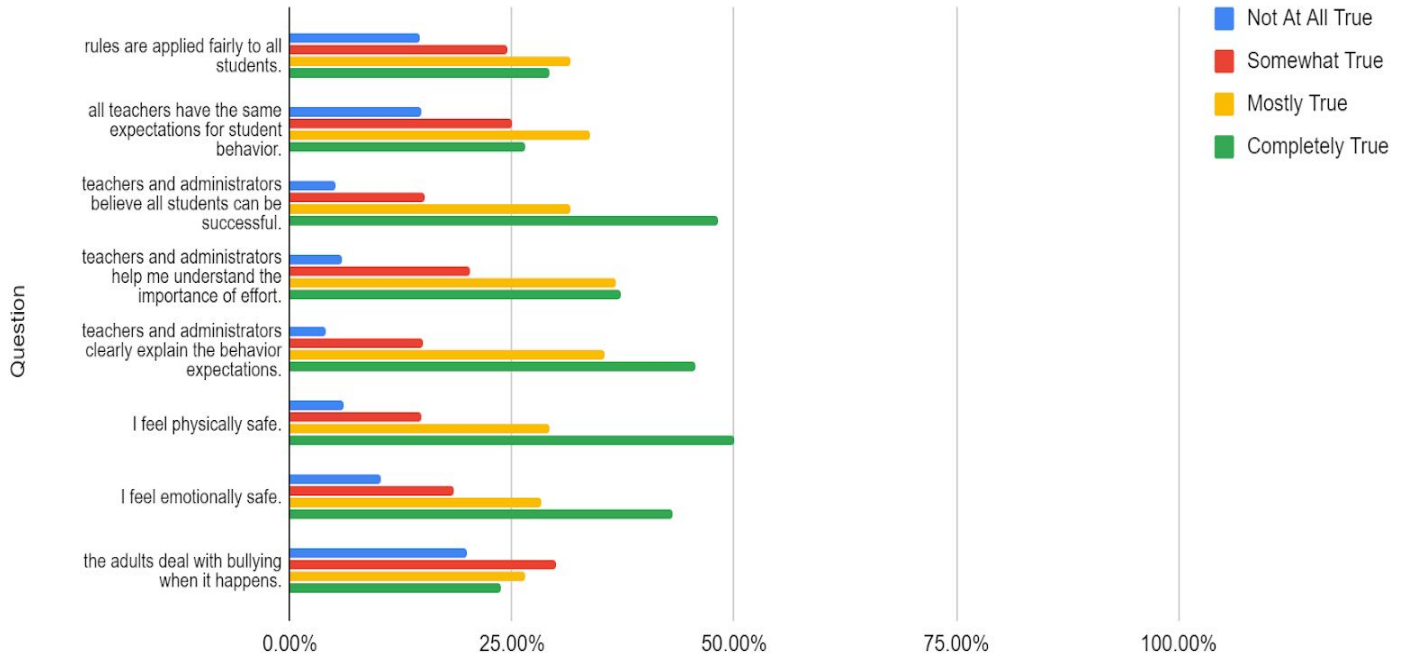


How true is each statement for you?	Total Responses
The SRO listened to my side of the story.	80
I was treated fairly in this situation.	87
The SRO treated me with respect.	90
The SRO behaved in a professional manner.	91

Those students indicating that they had been contacted by the School Resource Officer (SRO) about a particular issue were asked a series of questions about that interaction. These data were then analyzed by racial/ethnic groups. While most students viewed these interactions positively, American Indian or Alaskan Native, Black/African American, and Native Hawaiian or Pacific Islander students perceived the interactions with School Resource Officers (SROs) less positively than White students.

Student Data - Total Responses

At your school...

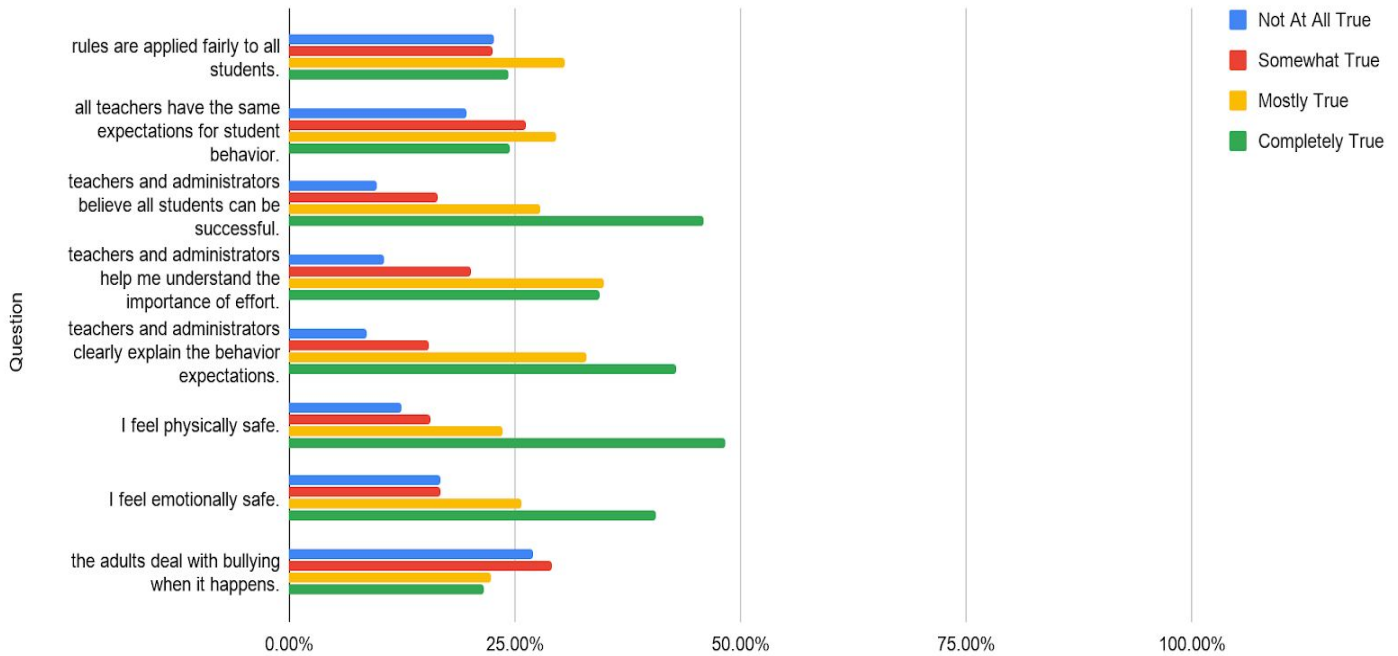


At your school...	Total Responses
...rules are applied fairly to all students.	8,111
...all teachers have the same expectations for student behavior.	8,123
...teachers and administrators believe all students can be successful.	7,876
...teachers and administrators help me understand the importance of effort.	8,147
...teachers and administrators clearly explain the behavior expectations.	8,172
...I feel physically safe.	8,111
...I feel emotionally safe.	8,020
...the adults deal with bullying when it happens.	7,313

Areas of concern reported by students are the perception of rules being applied fairly to all students, consistency of behavior expectations across teachers, and adult response to bullying. Respondents frequently indicated that these items were either not at all true or only somewhat true 39%, 40% and 50%, respectively.

Student Data - By Ethnicity American Indian or Alaska Native

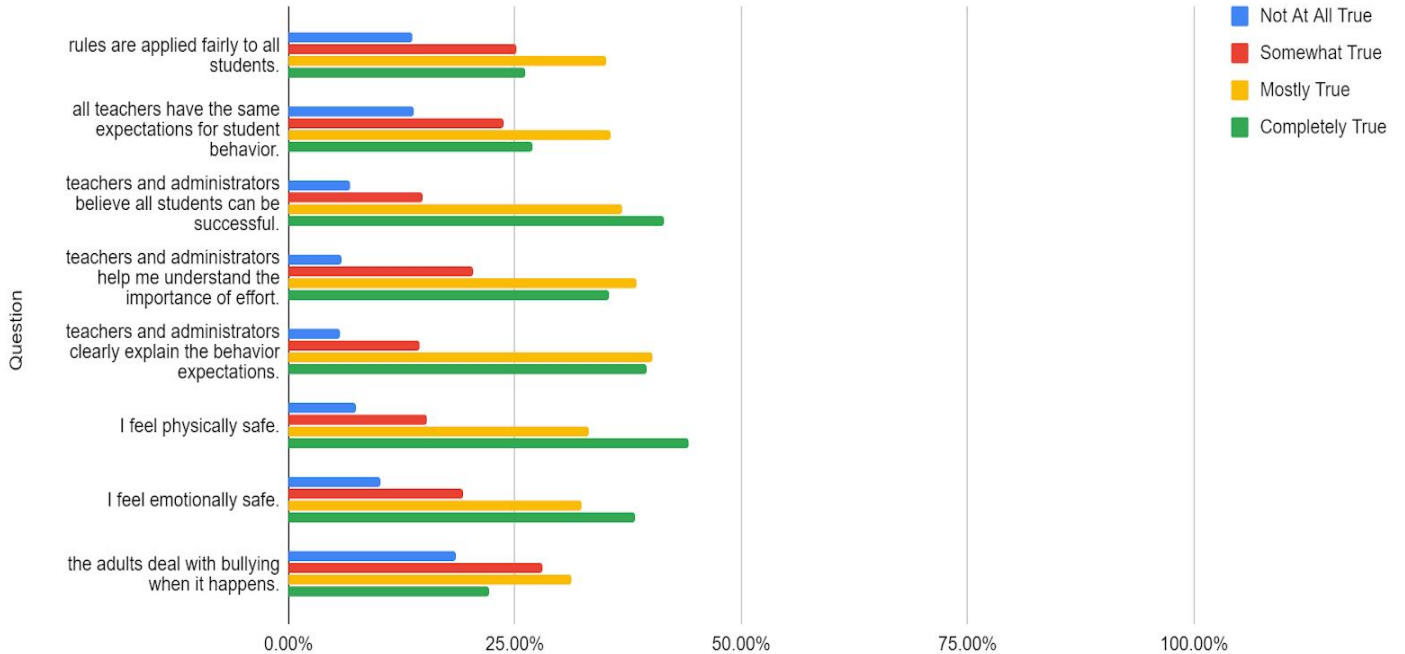
At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	525
...all teachers have the same expectations for student behavior.	514
...teachers and administrators believe all students can be successful.	496
...teachers and administrators help me understand the importance of effort.	511
...teachers and administrators clearly explain the behavior expectations.	521
...I feel physically safe.	512
...I feel emotionally safe.	512
...the adults deal with bullying when it happens.	474

Student Data - By Ethnicity Asian

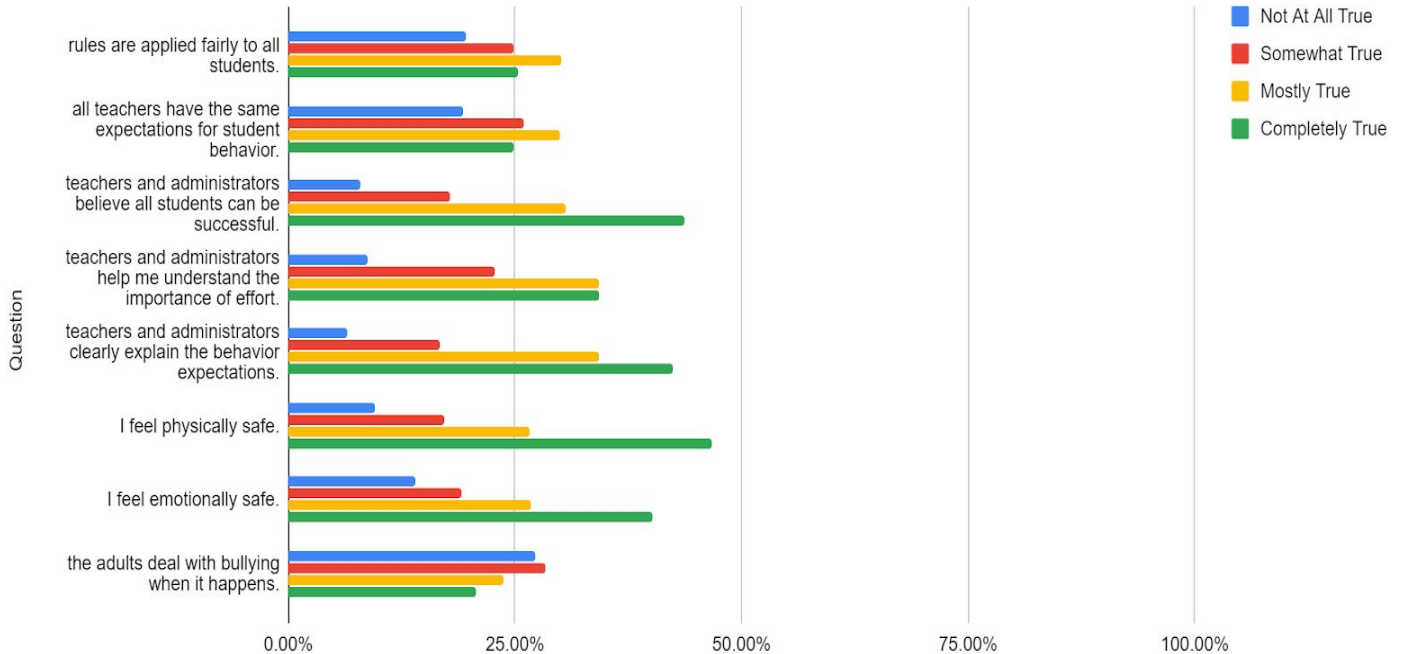
At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	701
...all teachers have the same expectations for student behavior.	692
...teachers and administrators believe all students can be successful.	661
...teachers and administrators help me understand the importance of effort.	688
...teachers and administrators clearly explain the behavior expectations.	689
...I feel physically safe.	689
...I feel emotionally safe.	683
...the adults deal with bullying when it happens.	620

Student Data - By Ethnicity Black/African American

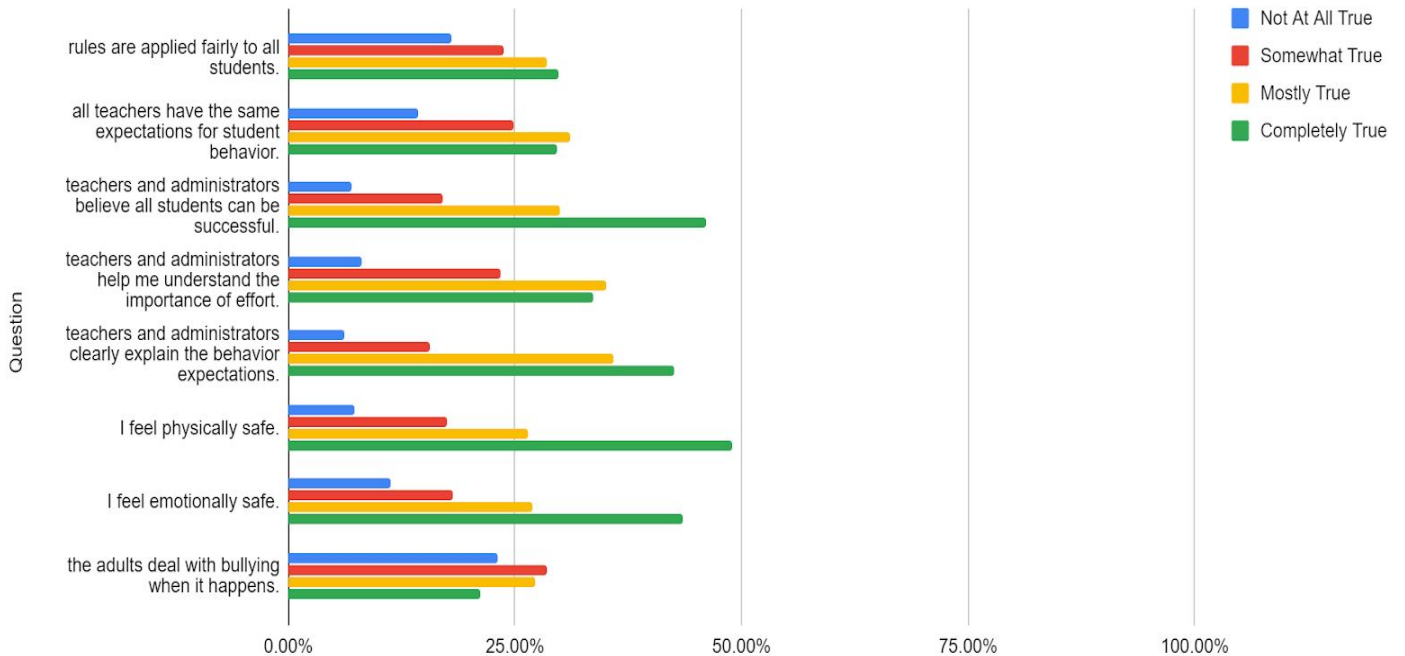
At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	1,019
...all teachers have the same expectations for student behavior.	1,015
...teachers and administrators believe all students can be successful.	997
...teachers and administrators help me understand the importance of effort.	1,016
...teachers and administrators clearly explain the behavior expectations.	1,017
...I feel physically safe.	1,010
...I feel emotionally safe.	1,001
...the adults deal with bullying when it happens.	930

Student Data - By Ethnicity Hispanic/Latino

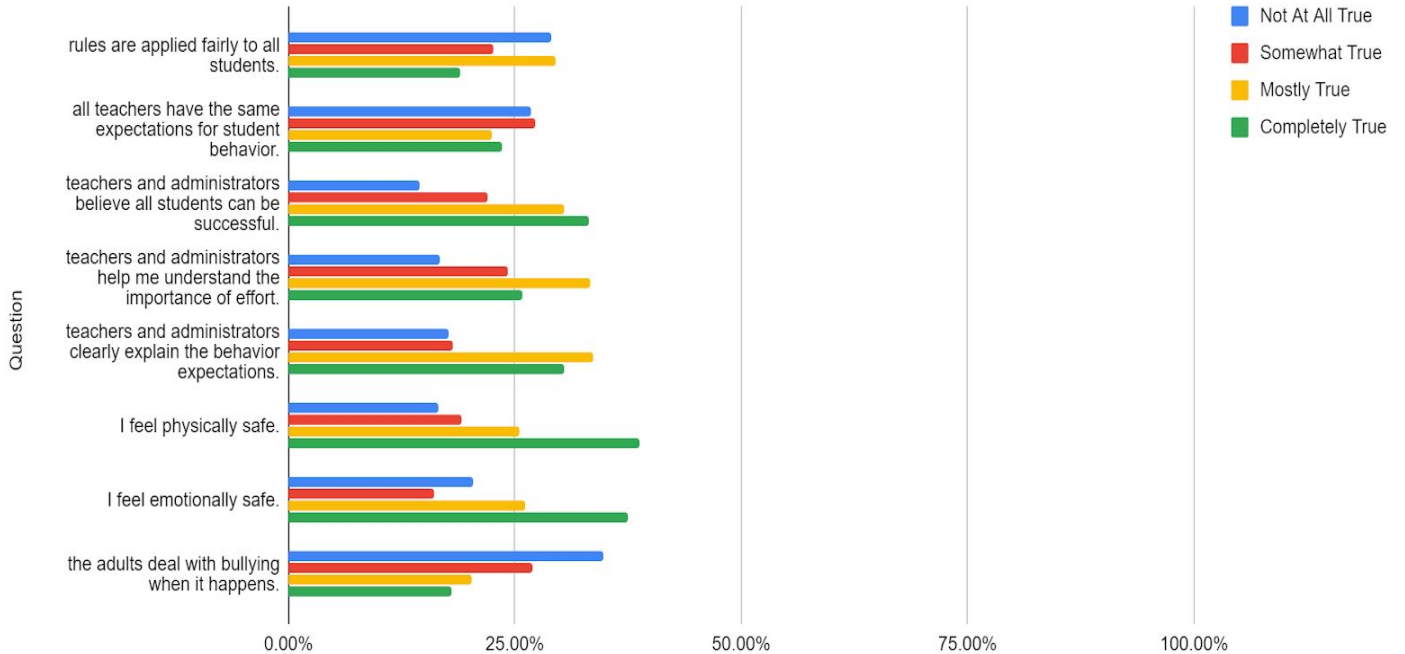
At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	1,146
...all teachers have the same expectations for student behavior.	1,131
...teachers and administrators believe all students can be successful.	1,106
...teachers and administrators help me understand the importance of effort.	1,129
...teachers and administrators clearly explain the behavior expectations.	1,139
...I feel physically safe.	1,130
...I feel emotionally safe.	1,109
...the adults deal with bullying when it happens.	1,012

Student Data - By Ethnicity Native Hawaiian or Pacific Islander

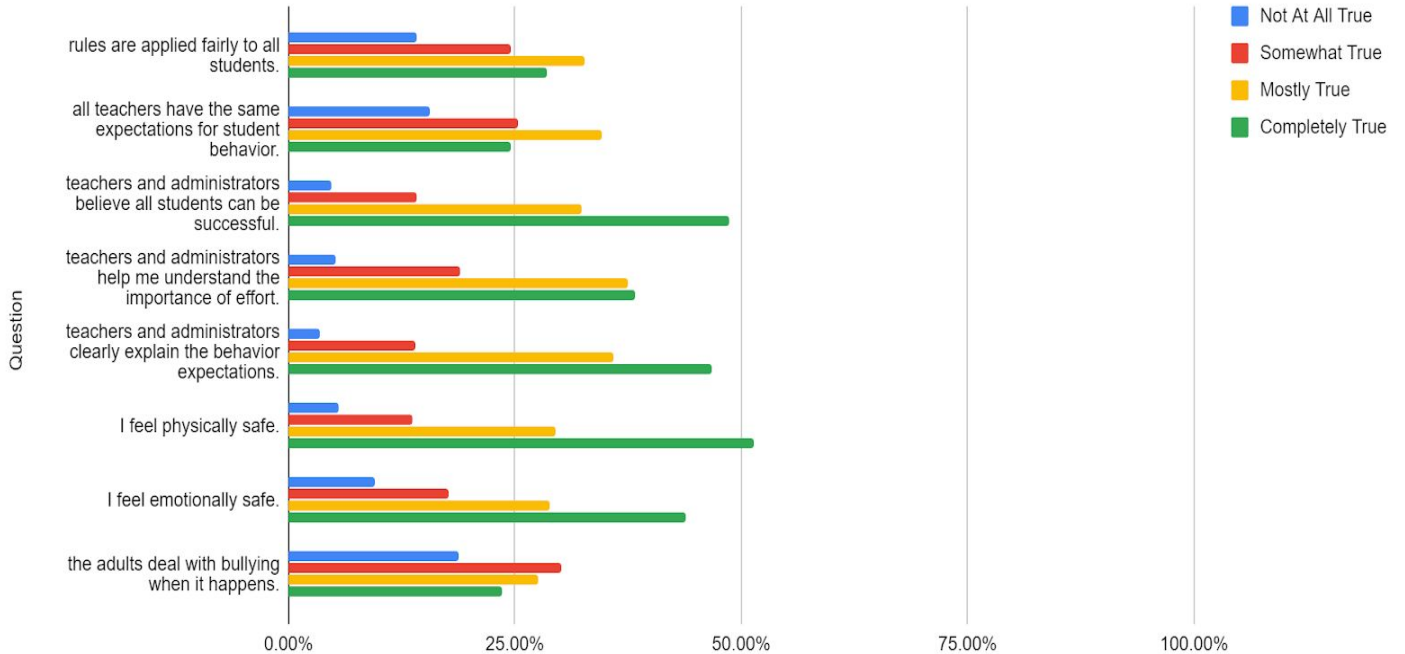
At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	190
...all teachers have the same expectations for student behavior.	191
...teachers and administrators believe all students can be successful.	187
...teachers and administrators help me understand the importance of effort.	186
...teachers and administrators clearly explain the behavior expectations.	187
...I feel physically safe.	188
...I feel emotionally safe.	187
...the adults deal with bullying when it happens.	178

Student Data - By Ethnicity White

At your school...

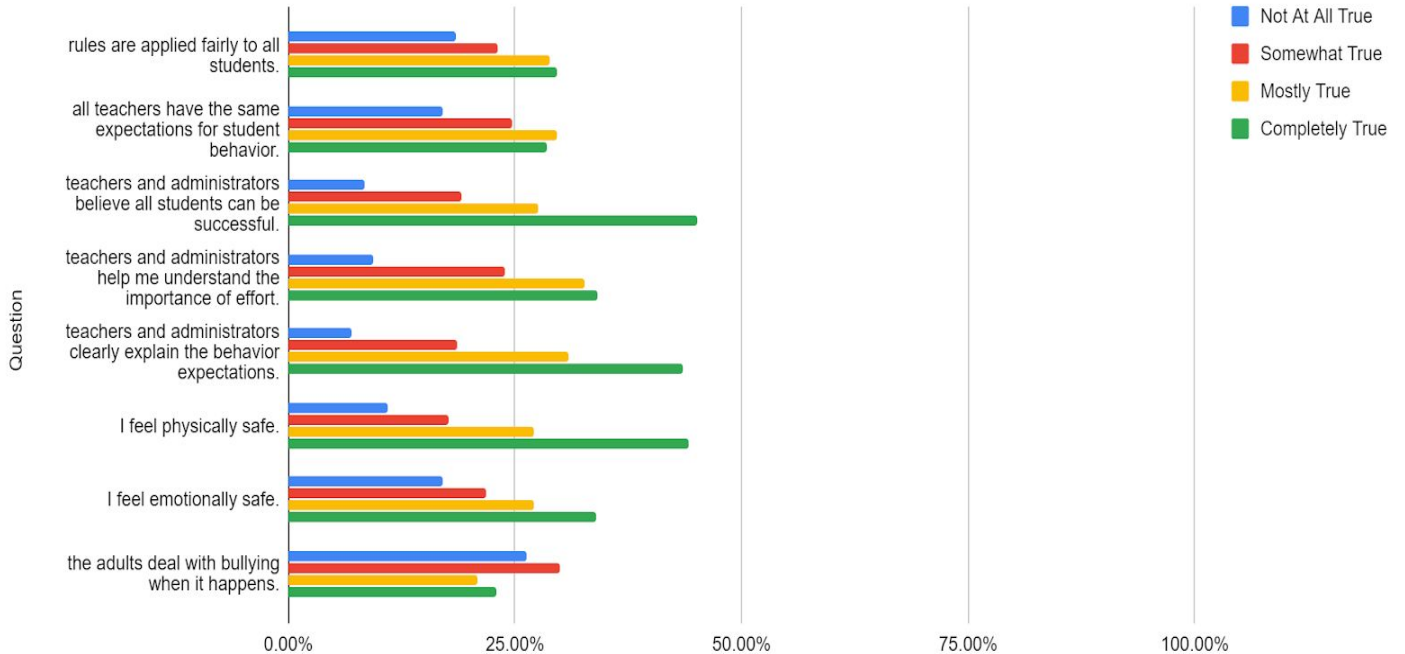


At your school...	Total Responses
...rules are applied fairly to all students.	5,263
...all teachers have the same expectations for student behavior.	5,288
...teachers and administrators believe all students can be successful.	5,121
...teachers and administrators help me understand the importance of effort.	5,314
...teachers and administrators clearly explain the behavior expectations.	5,325
...I feel physically safe.	5,296
...I feel emotionally safe.	5,257
...the adults deal with bullying when it happens.	4,771

Student Data - By Ethnicity

Prefer not to respond

At your school...



At your school...	Total Responses
...rules are applied fairly to all students.	956
...all teachers have the same expectations for student behavior.	945
...teachers and administrators believe all students can be successful.	912
...teachers and administrators help me understand the importance of effort.	942
...teachers and administrators clearly explain the behavior expectations.	947
...I feel physically safe.	942
...I feel emotionally safe.	919
...the adults deal with bullying when it happens.	850

Although the responses for the total group are generally positive, according to students, the biggest issues are fairness of rules, consistency across teachers, and adult responses to bullying. These findings were fairly consistent across racial/ethnic groups with White students being slightly more positive than other racial/ethnic groups.

Key Takeaway:

Student Responses on 2019 Spring Perception Survey:

Overall students reported positive perceptions about fairness, safety and School Resource Officers (SROs). Students self-identifying as White tended to view fairness, safety, and School Resources Officers (SROs) more positively than students of other racial/ethnic backgrounds.

LPS Perception Survey Data

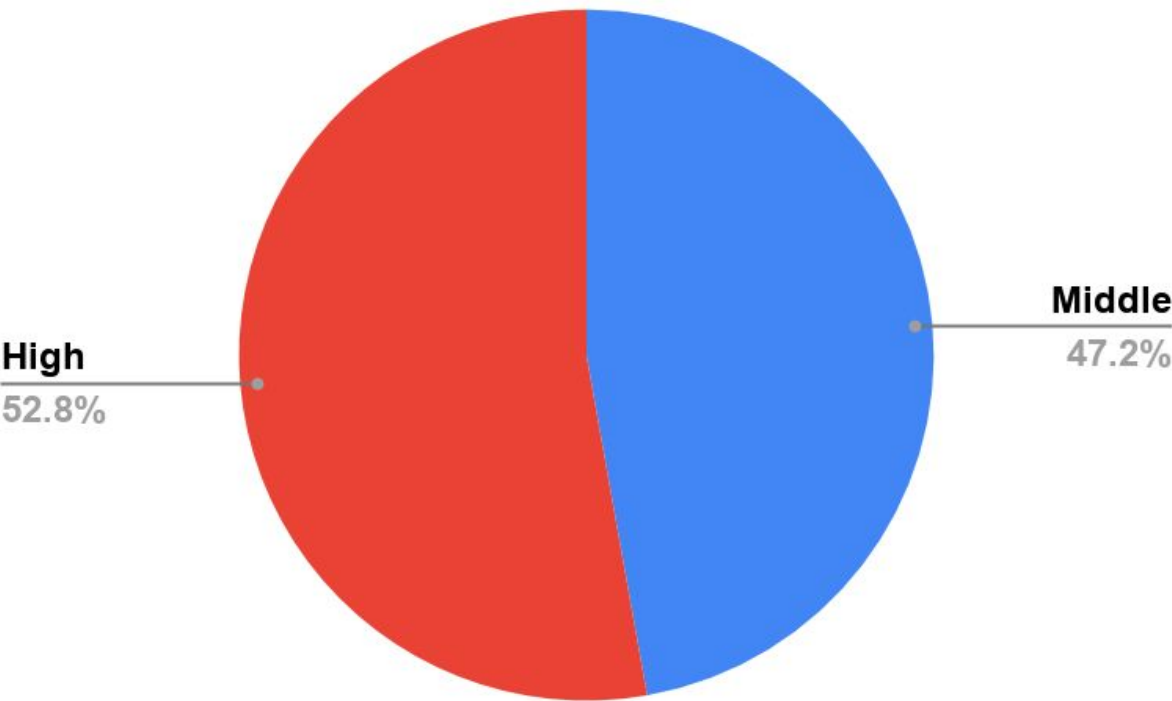
Parent Data

(2018-19 school year)

Secondary parents were sent an email with a link to the LPS Parent Perception Survey. There were a total 1,663 secondary parents who responded to the survey.

Parent Data - Total Responses

What level is the school for which you want to provide feedback?



Response	Number of Responses
Middle	785
High	878

Parent Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	36	4.59%
Dawes	36	4.59%
Goodrich	28	3.57%
Irving	82	10.46%
Lefler	44	5.61%
Lux	102	13.01%
Mickle	51	6.51%
Moore	78	9.95%
Park	27	3.44%
Pound	94	11.99%
Schoo	73	9.31%
Scott	130	16.58%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	3	0.38%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	0	0.00%

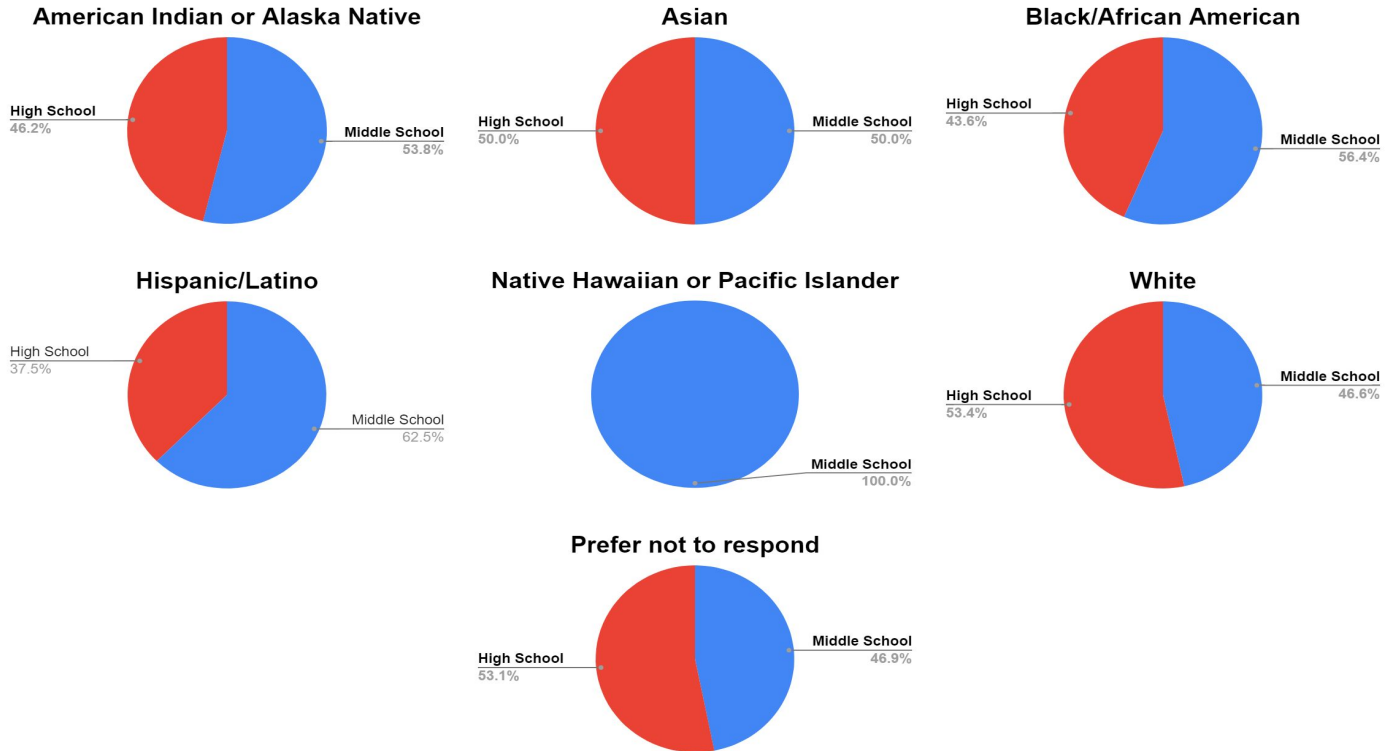
Parent Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	216	24.66%
Lincoln High	133	15.18%
North Star	73	8.33%
Northeast	66	7.53%
Southeast	192	21.92%
Southwest	154	17.58%
Arts & Humanities FP	9	1.03%
Bryan Comm. FP	3	0.34%
The Career Academy	10	1.14%
Pathfinder Educ. Prog.	1	0.11%
Science FP	17	1.94%
HS Student Support Prog.	0	0.00%
Yankee Hill Prog.	2	0.23%

Parent Data - By Ethnicity

What level is the school for which you want to provide feedback?



Response	American Indian or Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	7	13	22	35	2	655	68
High School	6	13	17	21	0	752	77

When asked about racial/ethnic background, parents could select multiple racial/ethnic groups to which they belonged. White was the racial/ethnic group that the vast majority of the parents indicated they belonged to (84%, 655 middle school parents and 752 high school parents). The racial/ethnic group with the next largest response are those parents preferring not to respond, with 9%. Other racial/ethnic groups had many fewer parents indicating they belonged to that group. American Indian or Alaskan Native was less than 1%, Asian 2%, Black/African American 2%, Hispanic/Latino 3%, and Native Hawaiian or Pacific Islander was less than 1%. Because of the low response rate of most racial/ethnic groups, no attempt was made to make comparisons across racial/ethnic groups.

Parent Data - By Ethnicity

What is your middle school or program?

	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	2	5.26%	3	7.89%	5	13.16%	0	0.00%	24	63.16%	4	10.53%
Dawes	1	2.70%	1	2.70%	4	10.81%	0	0.00%	0	0.00%	28	75.68%	3	8.11%
Goodrich	0	0.00%	2	6.90%	1	3.45%	4	13.79%	0	0.00%	17	58.62%	5	17.24%
Irving	2	2.38%	2	2.38%	2	2.38%	2	2.38%	0	0.00%	67	79.76%	9	10.71%
Lefler	0	0.00%	0	0.00%	3	6.67%	4	8.89%	0	0.00%	34	75.56%	4	8.89%
Lux	0	0.00%	2	1.90%	3	2.86%	4	3.81%	0	0.00%	88	83.81%	8	7.62%
Mickle	0	0.00%	0	0.00%	1	1.92%	3	5.77%	0	0.00%	43	82.69%	5	9.62%
Moore	1	1.28%	1	1.28%	0	0.00%	5	6.41%	0	0.00%	67	85.90%	4	5.13%
Park	2	7.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	21	75.00%	5	17.86%
Pound	1	1.02%	0	0.00%	1	1.02%	2	2.04%	1	1.02%	88	89.80%	5	5.10%
Schoo	0	0.00%	2	2.74%	2	2.74%	2	2.74%	0	0.00%	63	86.30%	4	5.48%
Scott	0	0.00%	1	0.76%	2	1.53%	4	3.05%	1	0.76%	111	84.73%	12	9.16%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

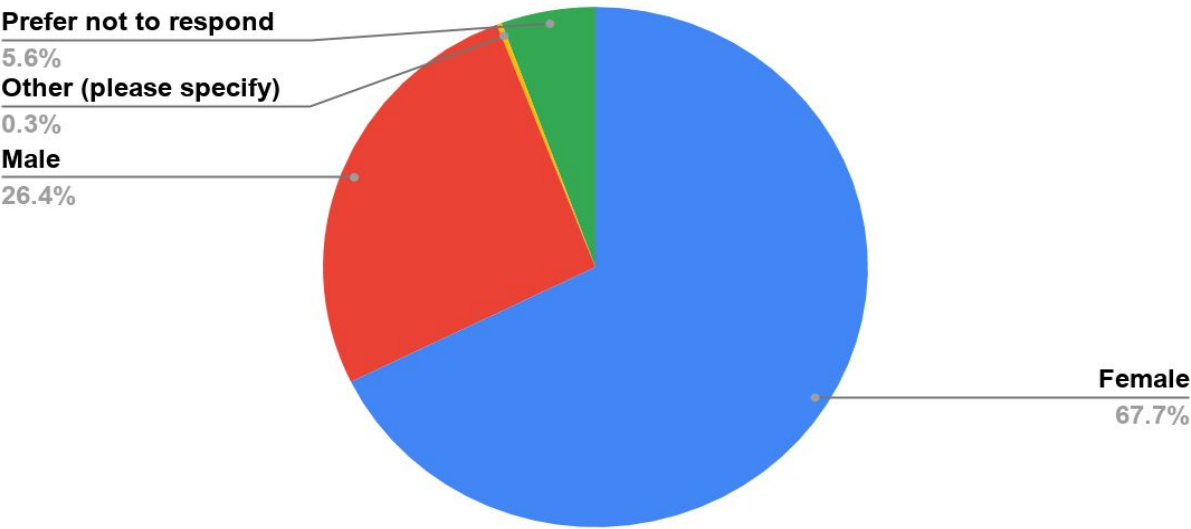
Parent Data - By Ethnicity

What is your high school or program?

	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	1	0.46%	3	1.38%	0	0.00%	5	2.30%	0	0.00%	187	86.18%	21	9.68%
Lincoln High	3	2.24%	2	1.49%	5	3.73%	3	2.24%	0	0.00%	108	80.60%	13	9.70%
North Star	1	1.37%	2	2.74%	4	5.48%	2	2.74%	0	0.00%	57	78.08%	7	9.59%
Northeast	0	0.00%	2	2.94%	1	1.47%	2	2.94%	0	0.00%	61	89.71%	2	2.94%
Southeast	1	0.51%	2	1.03%	4	2.05%	3	1.54%	0	0.00%	171	87.69%	14	7.18%
Southwest	0	0.00%	2	1.29%	1	0.65%	6	3.87%	0	0.00%	133	85.81%	13	8.39%
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	66.67%	3	33.33%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	90.00%	1	10.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	2	11.76%	0	0.00%	0	0.00%	14	82.35%	1	5.88%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%

Parent Data - Total Responses

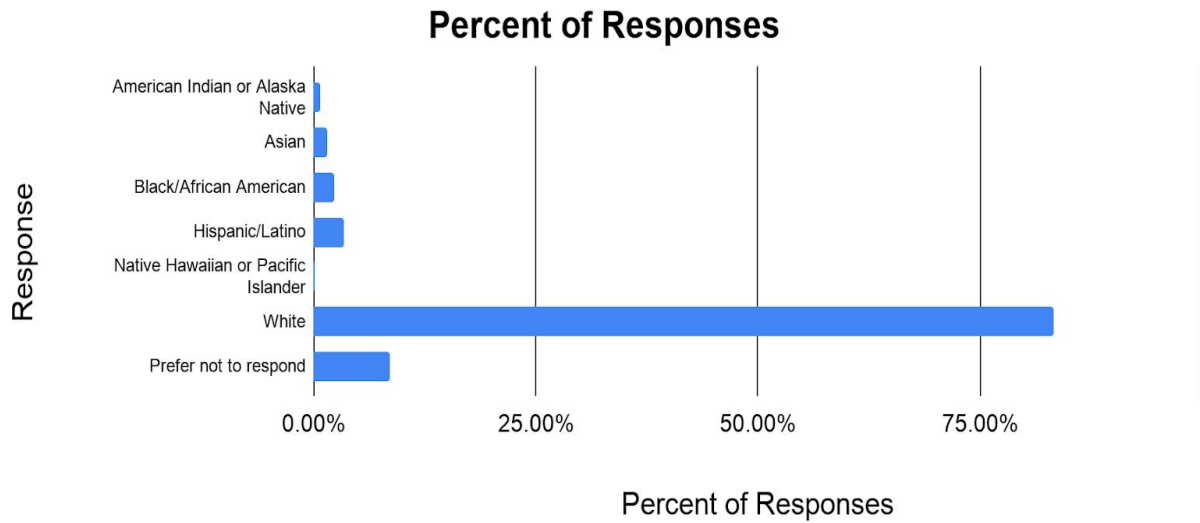
What is your gender (please choose one)?



Response	Number of Responses
Female	1,125
Male	438
Other (please specify)	5
Prefer not to respond	93

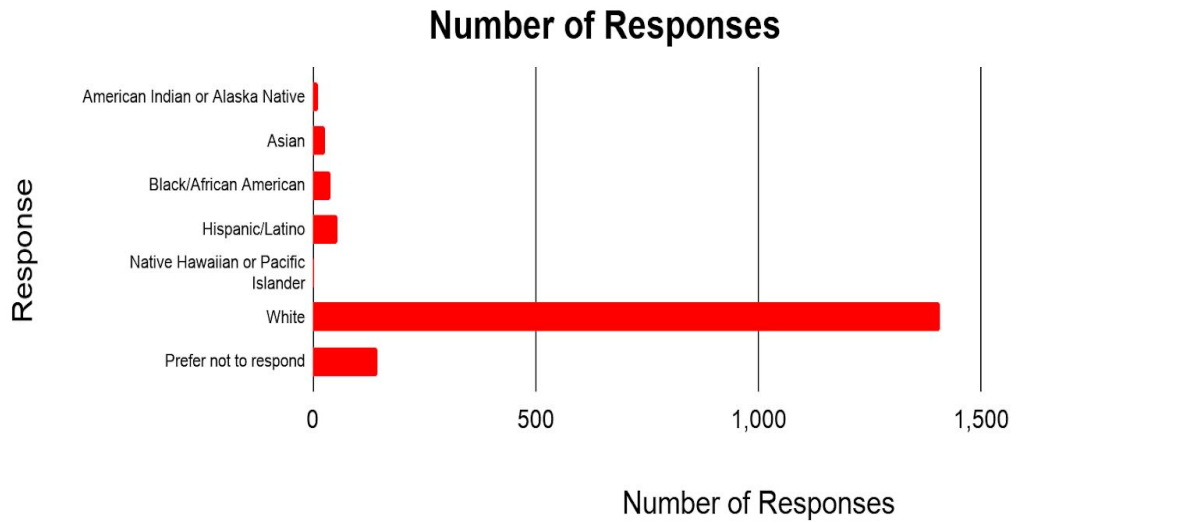
Parent Data - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



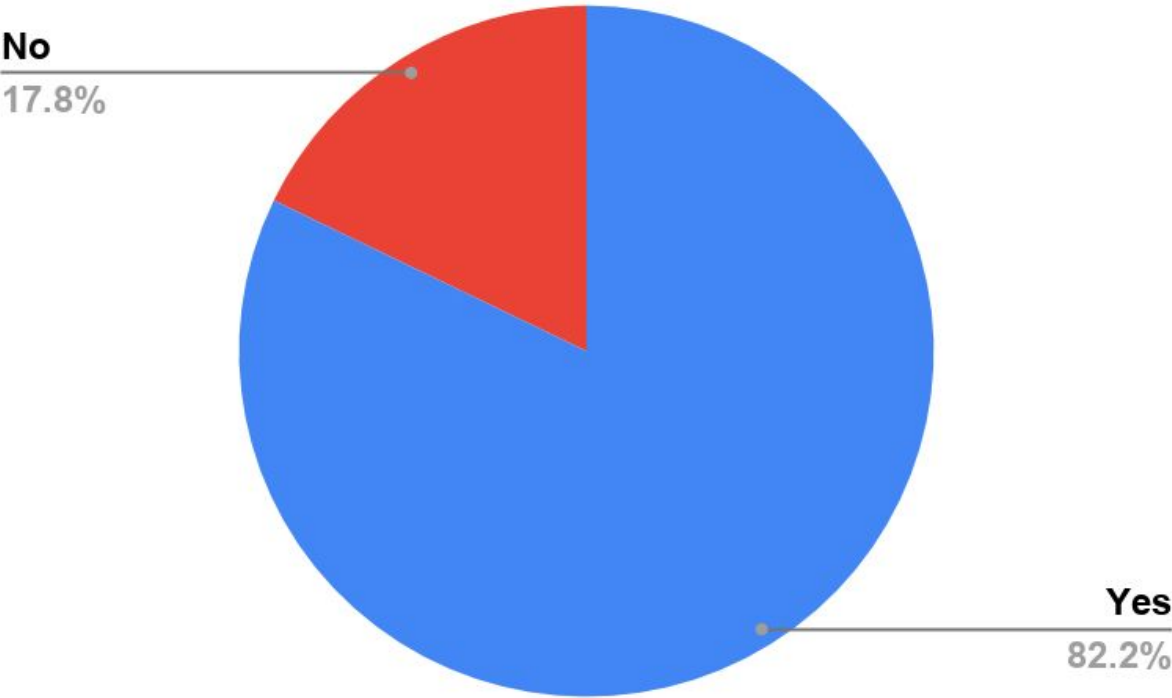
Parent Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Parent Data - Total Responses

Are you aware that there is a School Resource Officer (SRO) at your student's school?

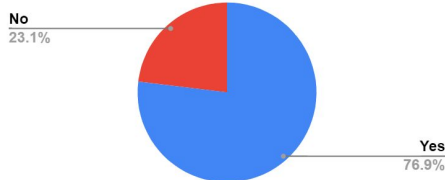


Response	Number of Responses
Yes	1,365
No	296

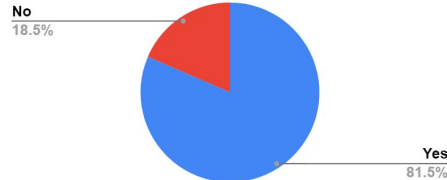
Parent Data - By Ethnicity

Are you aware that there is a School Resource Officer (SRO) at your student's school?

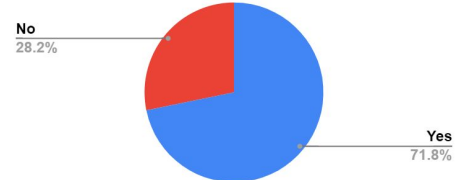
American Indian or Alaska Native



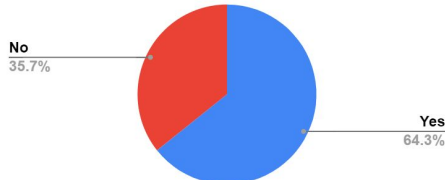
Asian



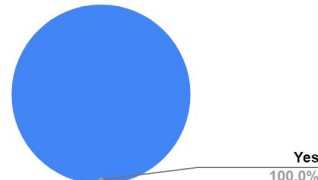
Black/African American



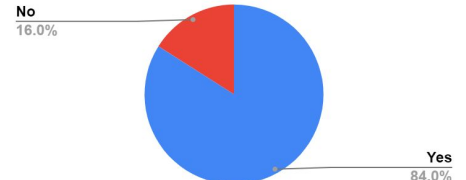
Hispanic/Latino



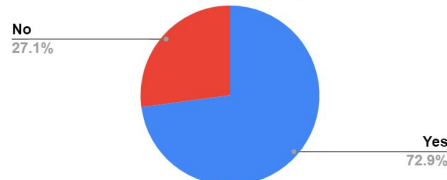
Native Hawaiian or Pacific Islander



White



Prefer not to respond

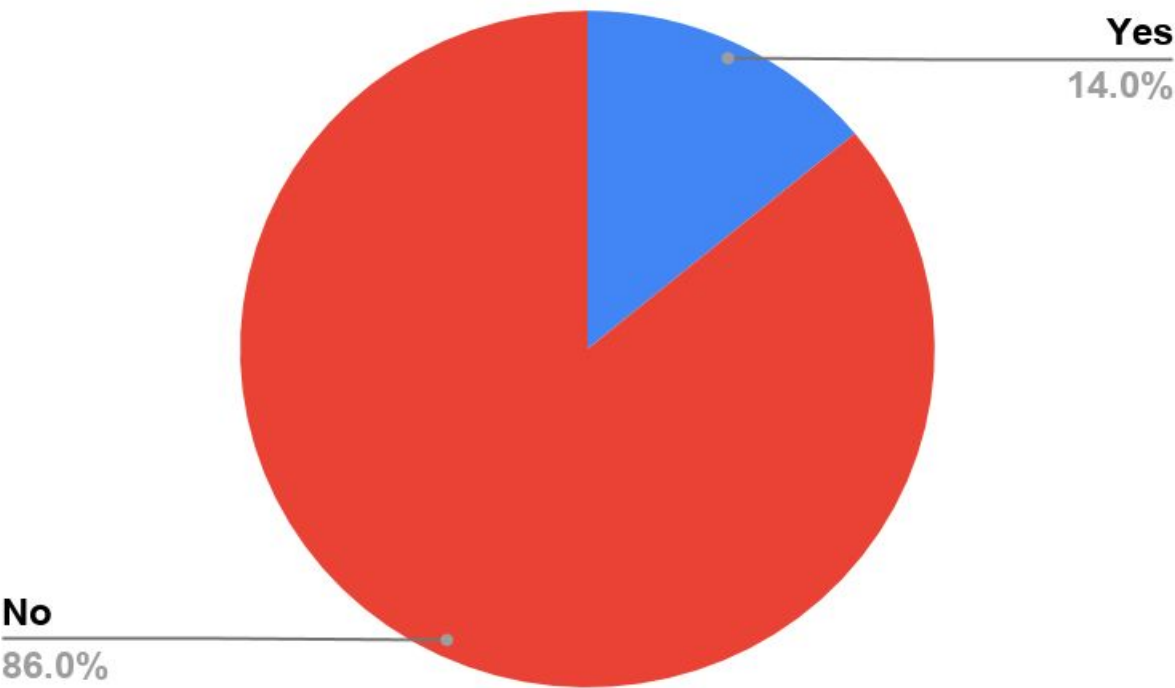


Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	10	22	28	36	2	1,180	105
No	3	5	11	20	0	225	39

When parents were asked if they were aware that a School Resource Officer (SRO) was at their students' school, 82% indicated that they were aware.

Parent Data - Total Responses

Have you met the School Resource Officer (SRO)?

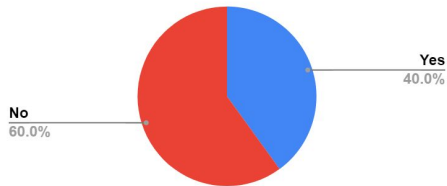


Response	Number of Responses
Yes	191
No	1,173

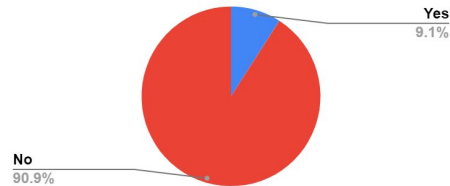
Parent Data - By Ethnicity

Have you met the School Resource Officer (SRO)?

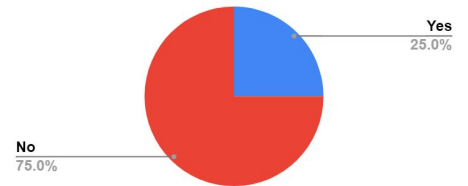
American Indian or Alaska Native



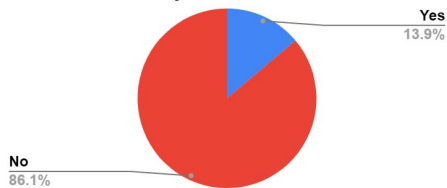
Asian



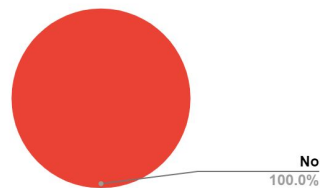
Black/African American



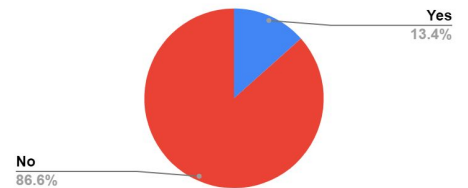
Hispanic/Latino



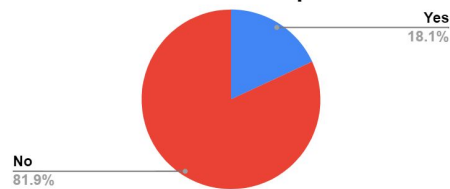
Native Hawaiian or Pacific Islander



White



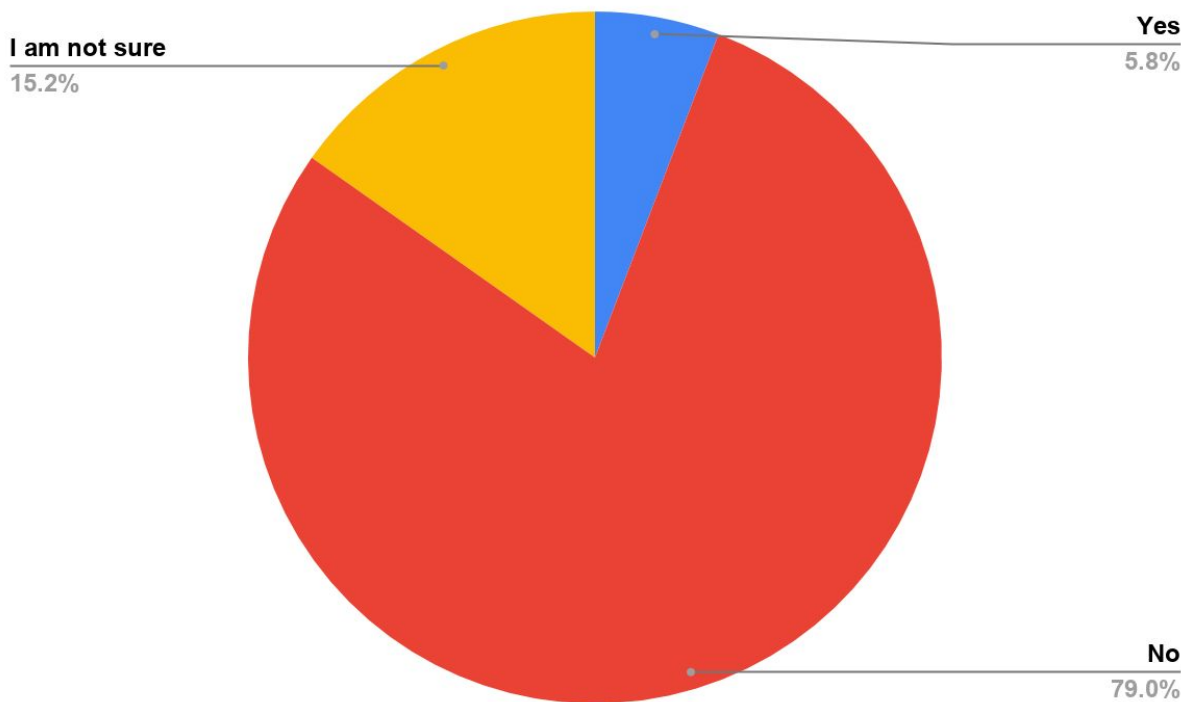
Prefer not to respond



Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	4	2	7	5	0	158	19
No	6	20	21	31	2	1,021	86

Parent Data - Total Responses

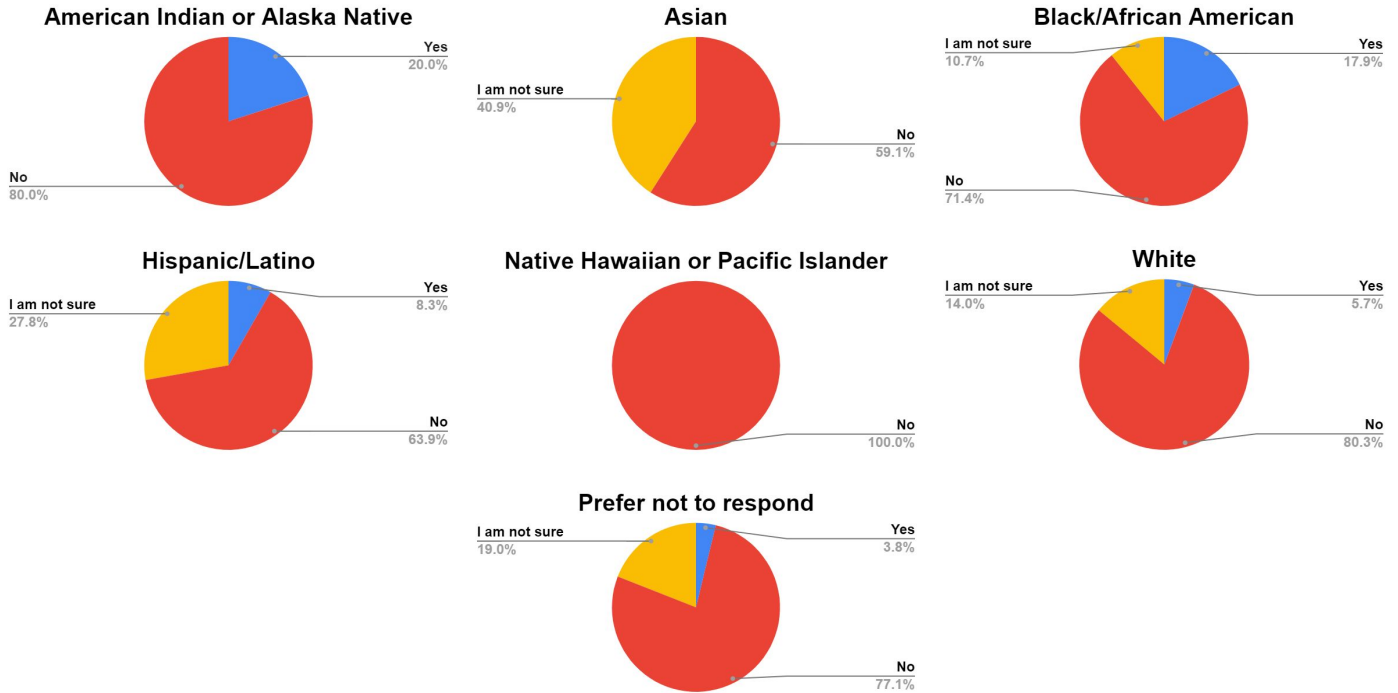
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Response	Number of Responses
Yes	79
No	1,076
I am not sure	207

Parent Data - By Ethnicity

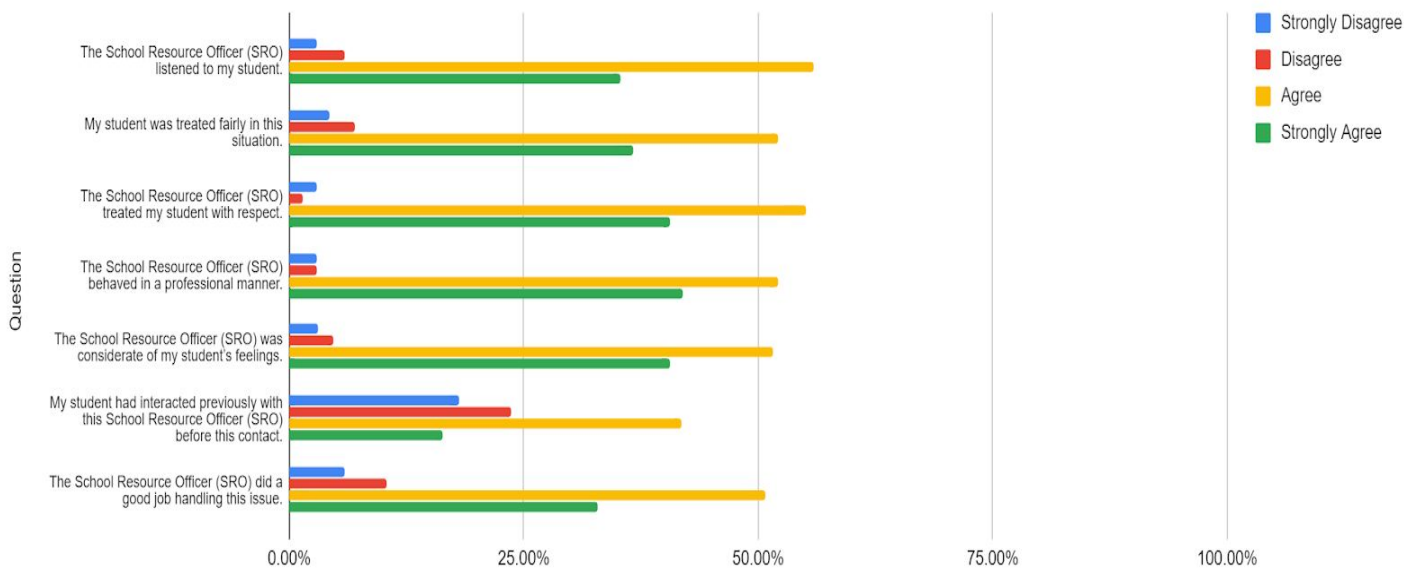
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	2	0	5	3	0	67	4
No	8	13	20	23	2	945	81
I am not sure	0	9	3	10	0	165	20

Parent Data - Total Responses

For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree

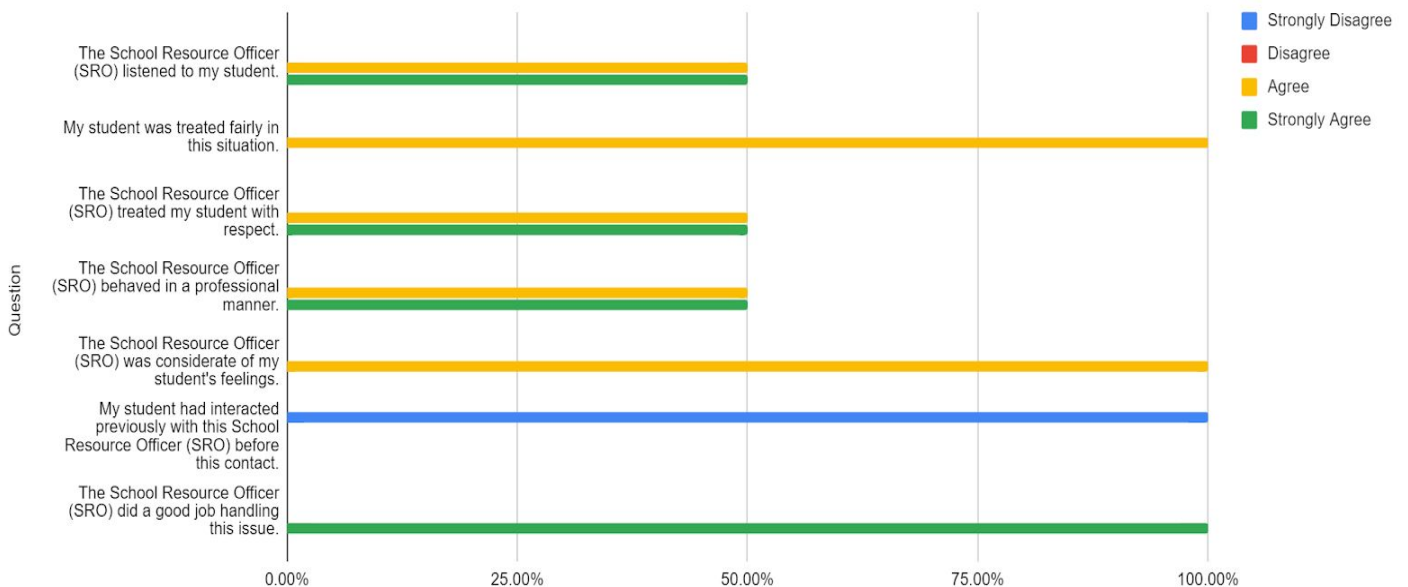


Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	68
My student was treated fairly in this situation.	71
The SRO treated my student with respect.	69
The SRO behaved in a professional manner.	69
The SRO was considerate of my student's feelings.	64
My student had interacted previously with this SRO before this contact.	55
The SRO did a good job handling this issue.	67

Parents were asked about the interactions their student may have had with School Resource Officers (SROs). These items paralleled items asked of students. Most parents felt their student was treated fairly in these interactions.

**Parent Data - By Ethnicity
American Indian or Alaska Native**

**For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree**

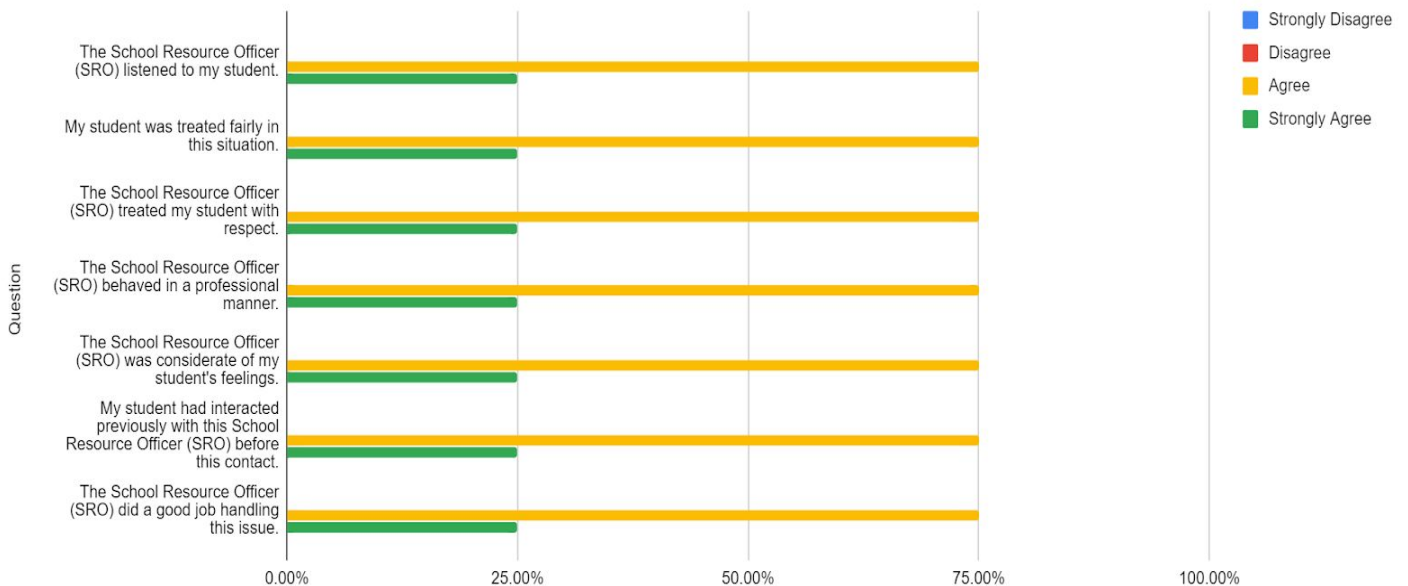


Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	2
My student was treated fairly in this situation.	2
The SRO treated my student with respect.	2
The SRO behaved in a professional manner.	2
The SRO was considerate of my student's feelings.	1
My student had interacted previously with this SRO before this contact.	1
The SRO did a good job handling this issue.	1

Parent Data - By Ethnicity Black/African American

For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

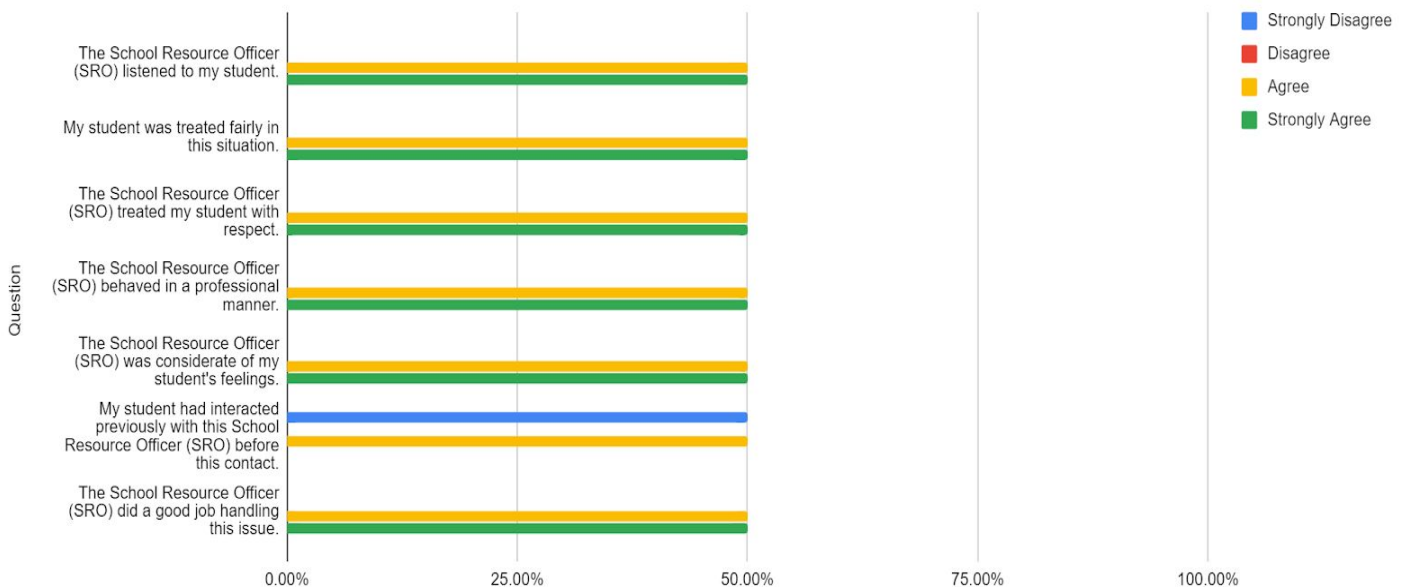
1 = Strongly Disagree to 4 Strongly Agree



Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	4
My student was treated fairly in this situation.	4
The SRO treated my student with respect.	4
The SRO behaved in a professional manner.	4
The SRO was considerate of my student's feelings.	4
My student had interacted previously with this SRO before this contact.	4
The SRO did a good job handling this issue.	4

Parent Data - By Ethnicity Hispanic/Latino

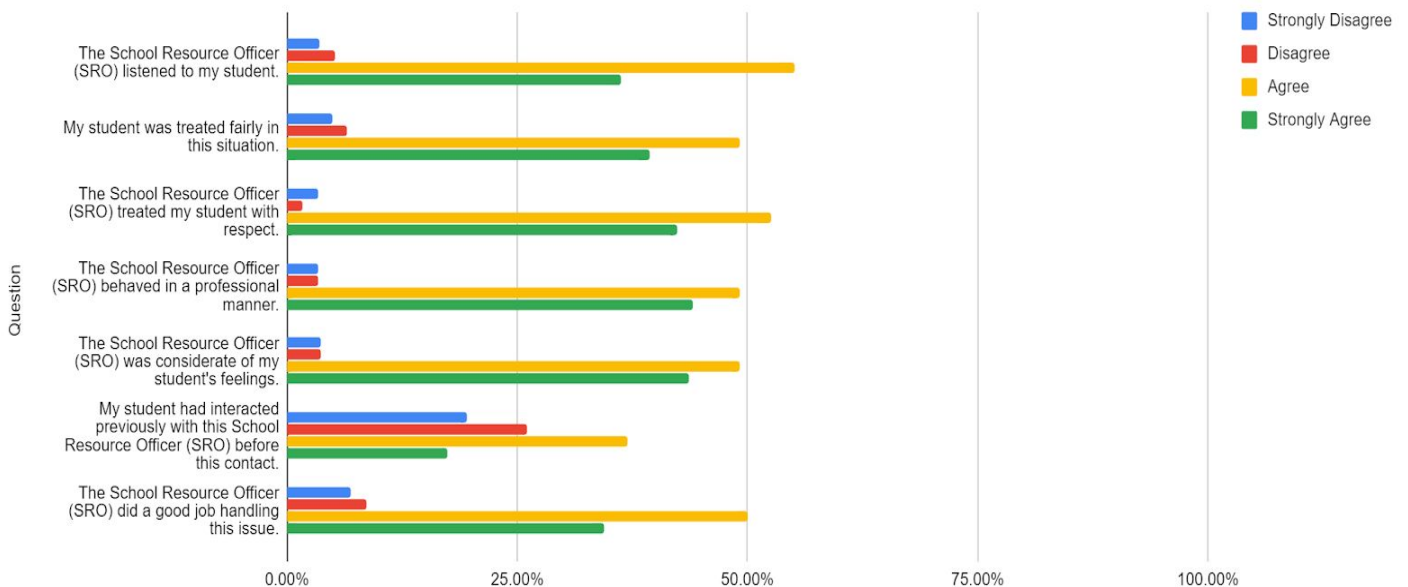
**For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree**



Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	2
My student was treated fairly in this situation.	2
The SRO treated my student with respect.	2
The SRO behaved in a professional manner.	2
The SRO was considerate of my student's feelings.	2
My student had interacted previously with this SRO before this contact.	2
The SRO did a good job handling this issue.	2

Parent Data - By Ethnicity White

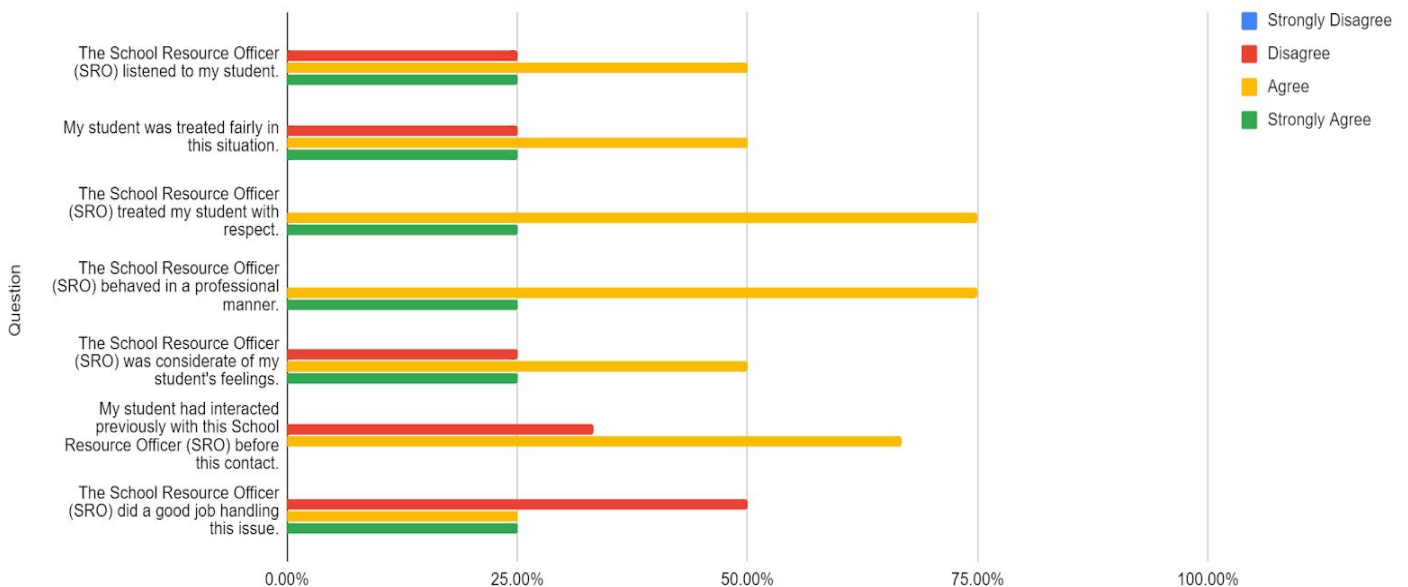
**For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree**



Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	58
My student was treated fairly in this situation.	61
The SRO treated my student with respect.	59
The SRO behaved in a professional manner.	59
The SRO was considerate of my student's feelings.	55
My student had interacted previously with this SRO before this contact.	46
The SRO did a good job handling this issue.	58

Parent Data - By Ethnicity
Prefer not to respond

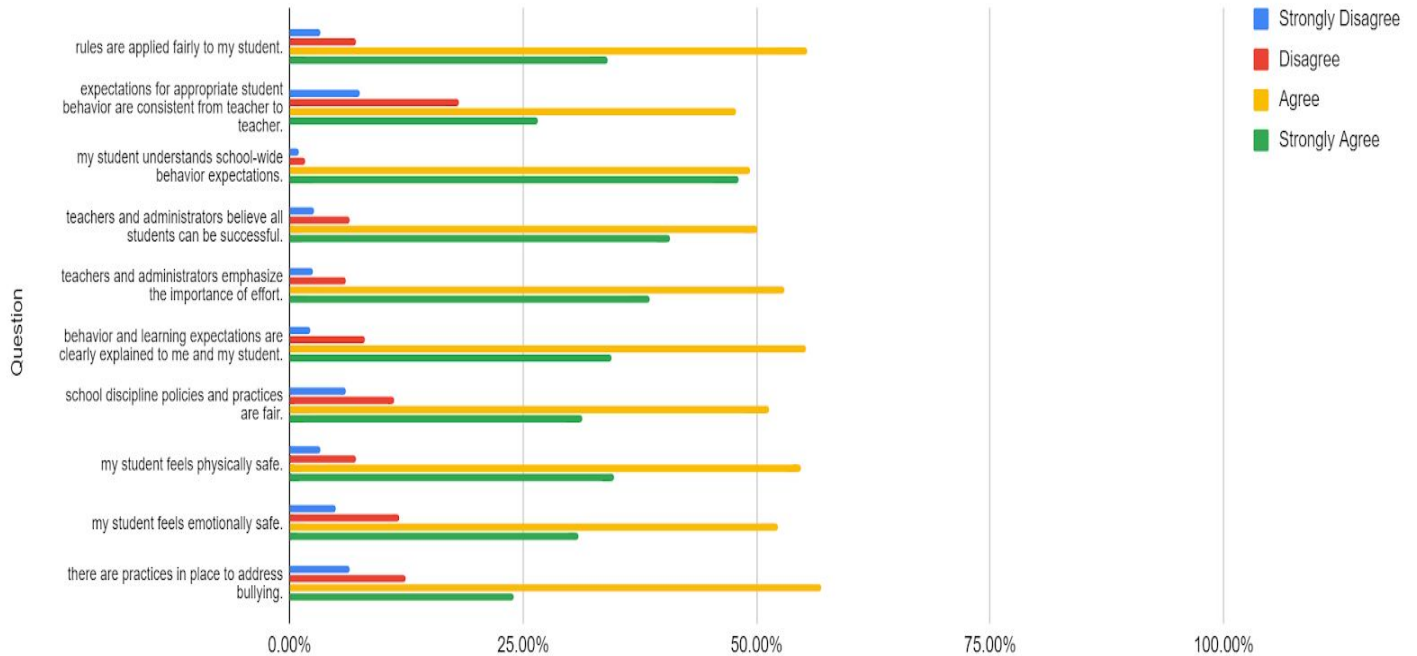
For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.
1 = Strongly Disagree to 4 Strongly Agree



Please indicate your level of agreement with each statement.	Total Responses
The SRO listened to my student.	4
My student was treated fairly in this situation.	4
The SRO treated my student with respect.	4
The SRO behaved in a professional manner.	4
The SRO was considerate of my student's feelings.	4
My student had interacted previously with this SRO before this contact.	3
The SRO did a good job handling this issue.	4

Parent Data - Total Responses

At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	1,565
...expectations for appropriate student behavior are consistent from teacher to teacher.	1,476
...my student understands school-wide behavior expectations.	1,646
...teachers and administrators believe all students can be successful.	1,463
...teachers and administrators emphasize the importance of effort.	1,486
...behavior and learning expectations are clearly explained to me and my student.	1,615
...school discipline policies and practices are fair.	1,468
...my student feels physically safe.	1,624
...my student feels emotionally safe.	1,609
...there are practices in place to address bullying.	1,257

Key Takeaway:

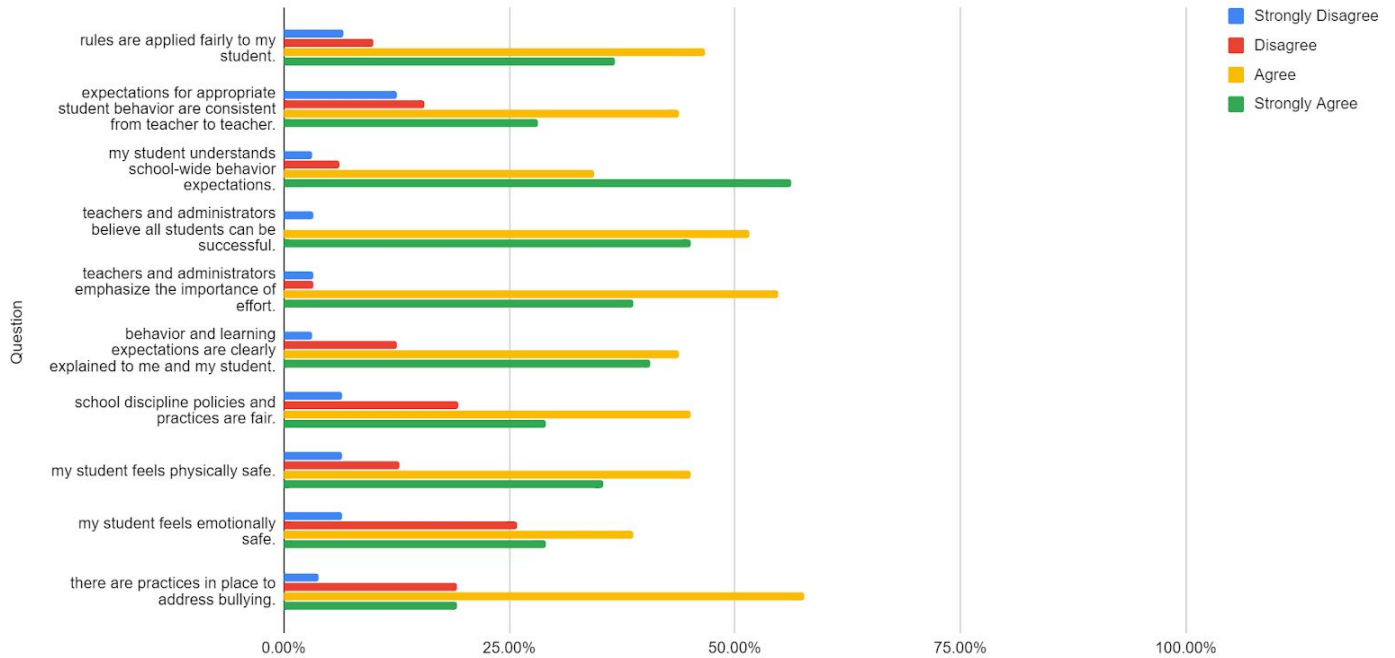
Parent/Guardian Responses on 2019 Spring Perception Survey:

When responding to items about fairness, expectations, and safety at school, parents responded positively. According to parents, one potential area of concern is consistency of behavior expectations across teachers.

Note: there are only a few responses to these survey items from parents in some of the demographic categories. Data represented in this report reflect the responses of only a few parents in these demographic categories, and may not accurately represent overall trends for most parents in these demographic groups.

Parent Data - By Ethnicity American Indian or Alaska Native

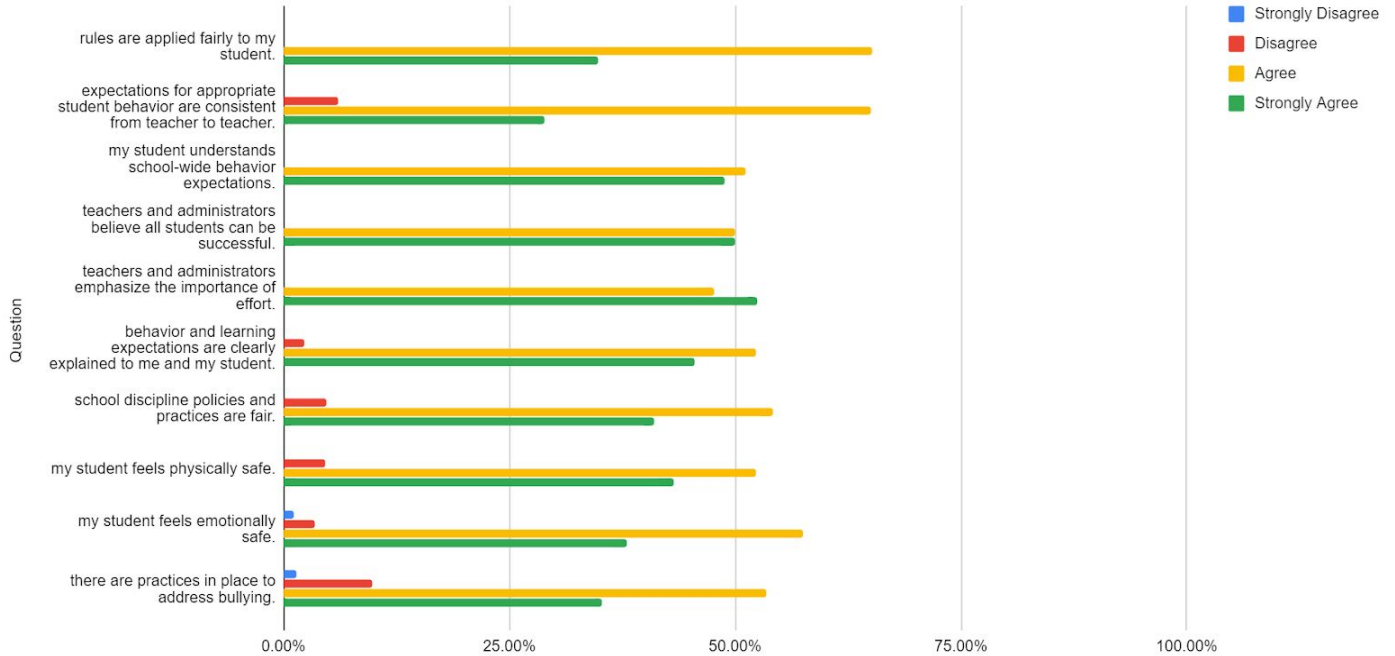
At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	30
...expectations for appropriate student behavior are consistent from teacher to teacher.	32
...my student understands school-wide behavior expectations.	32
...teachers and administrators believe all students can be successful.	31
...teachers and administrators emphasize the importance of effort.	31
...behavior and learning expectations are clearly explained to me and my student.	32
...school discipline policies and practices are fair.	31
...my student feels physically safe.	31
...my student feels emotionally safe.	31
...there are practices in place to address bullying.	26

Parent Data - By Ethnicity Asian

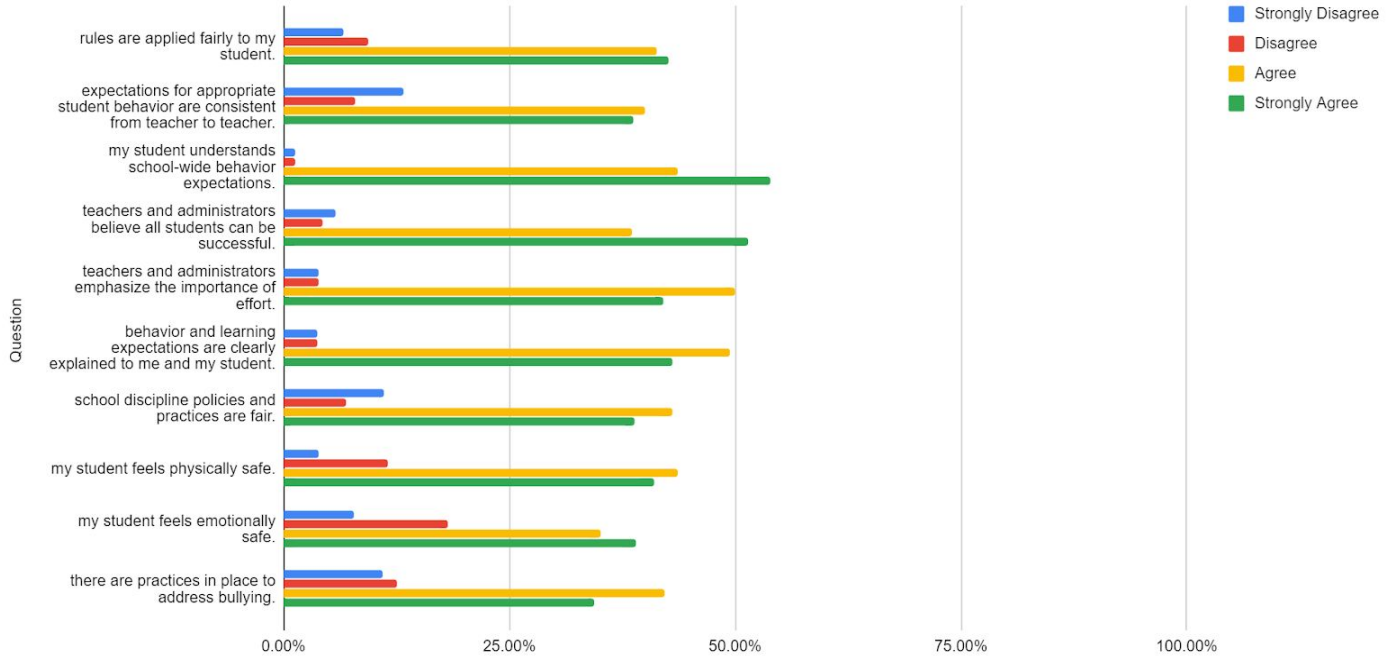
At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	86
...expectations for appropriate student behavior are consistent from teacher to teacher.	83
...my student understands school-wide behavior expectations.	88
...teachers and administrators believe all students can be successful.	84
...teachers and administrators emphasize the importance of effort.	84
...behavior and learning expectations are clearly explained to me and my student.	88
...school discipline policies and practices are fair.	83
...my student feels physically safe.	88
...my student feels emotionally safe.	87
...there are practices in place to address bullying.	71

Parent Data - By Ethnicity Black/African American

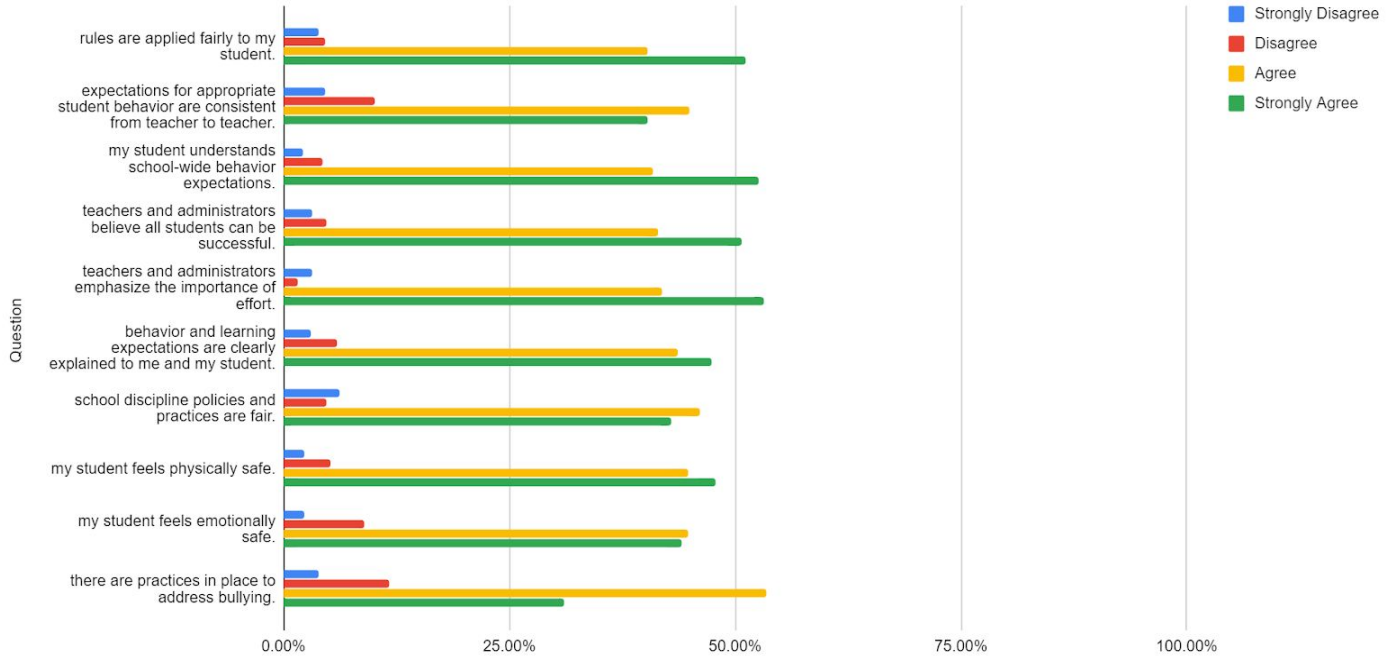
At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	75
...expectations for appropriate student behavior are consistent from teacher to teacher.	75
...my student understands school-wide behavior expectations.	78
...teachers and administrators believe all students can be successful.	70
...teachers and administrators emphasize the importance of effort.	76
...behavior and learning expectations are clearly explained to me and my student.	79
...school discipline policies and practices are fair.	72
...my student feels physically safe.	78
...my student feels emotionally safe.	77
...there are practices in place to address bullying.	64

Parent Data - By Ethnicity Hispanic/Latino

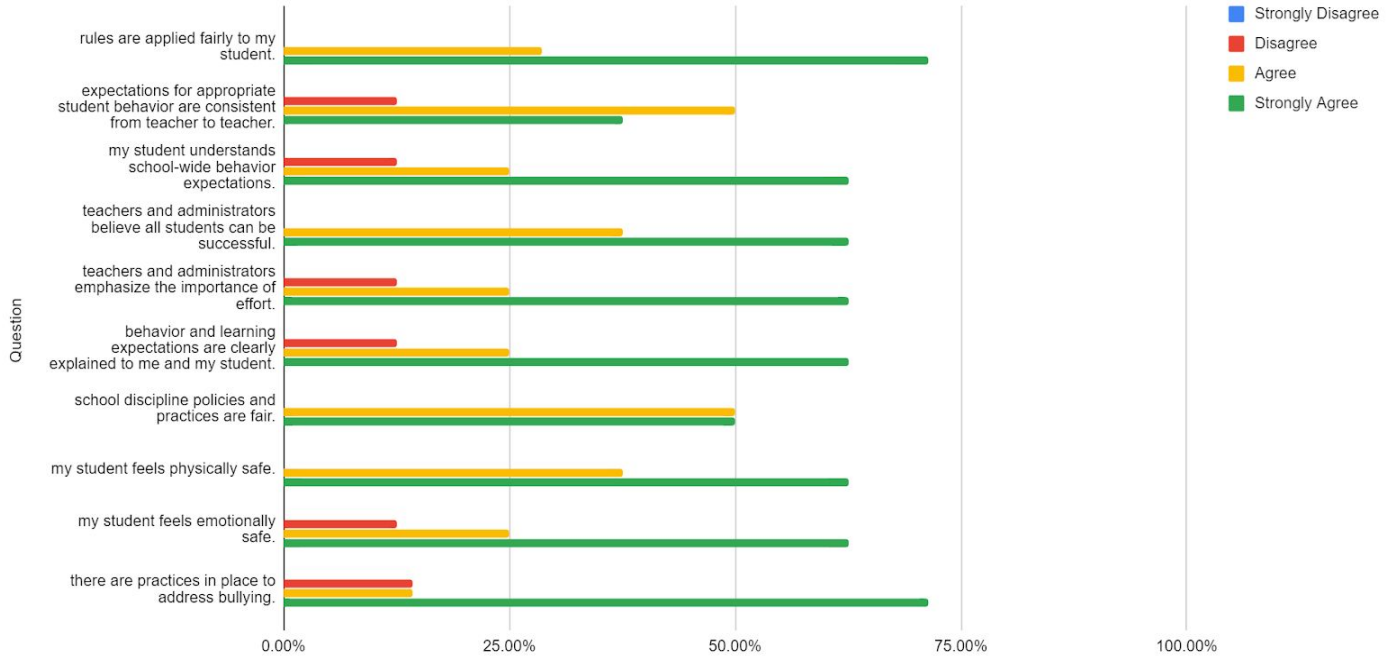
At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	129
...expectations for appropriate student behavior are consistent from teacher to teacher.	129
...my student understands school-wide behavior expectations.	137
...teachers and administrators believe all students can be successful.	128
...teachers and administrators emphasize the importance of effort.	124
...behavior and learning expectations are clearly explained to me and my student.	135
...school discipline policies and practices are fair.	128
...my student feels physically safe.	134
...my student feels emotionally safe.	134
...there are practices in place to address bullying.	103

Parent Data - By Ethnicity Native Hawaiian or Pacific Islander

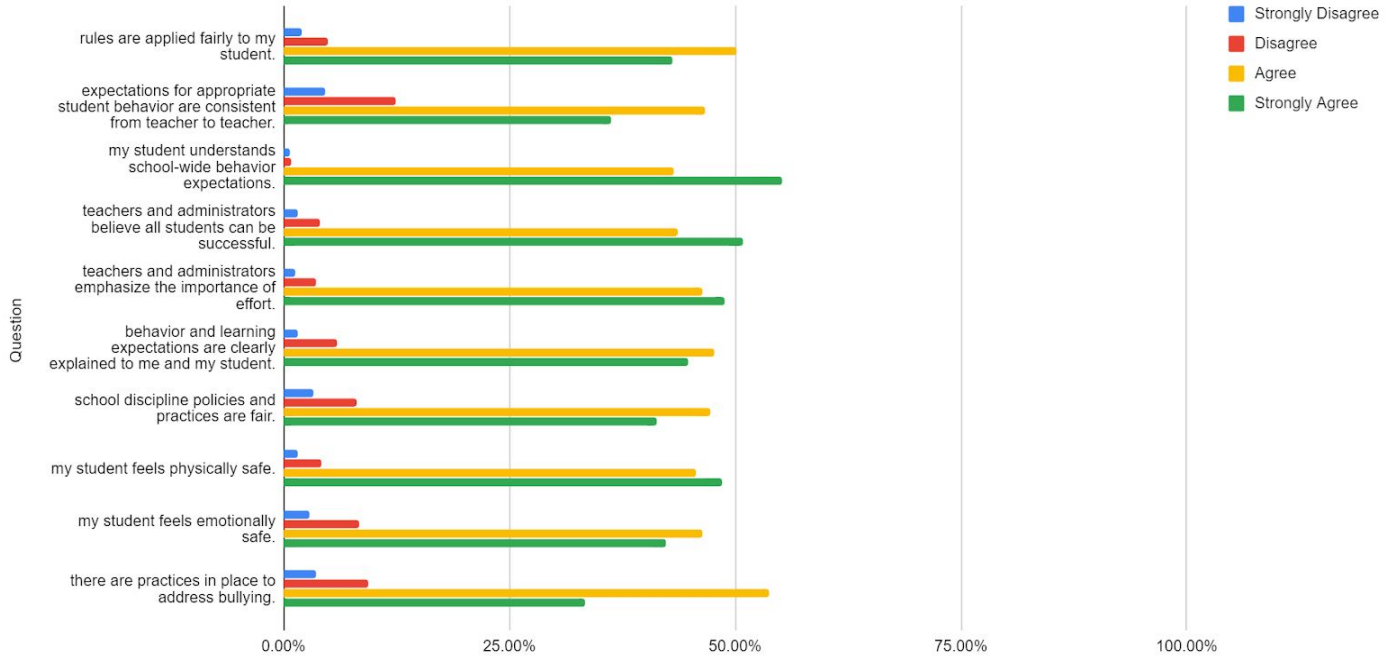
At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	7
...expectations for appropriate student behavior are consistent from teacher to teacher.	8
...my student understands school-wide behavior expectations.	8
...teachers and administrators believe all students can be successful.	8
...teachers and administrators emphasize the importance of effort.	8
...behavior and learning expectations are clearly explained to me and my student.	8
...school discipline policies and practices are fair.	8
...my student feels physically safe.	8
...my student feels emotionally safe.	8
...there are practices in place to address bullying.	7

Parent Data - By Ethnicity White

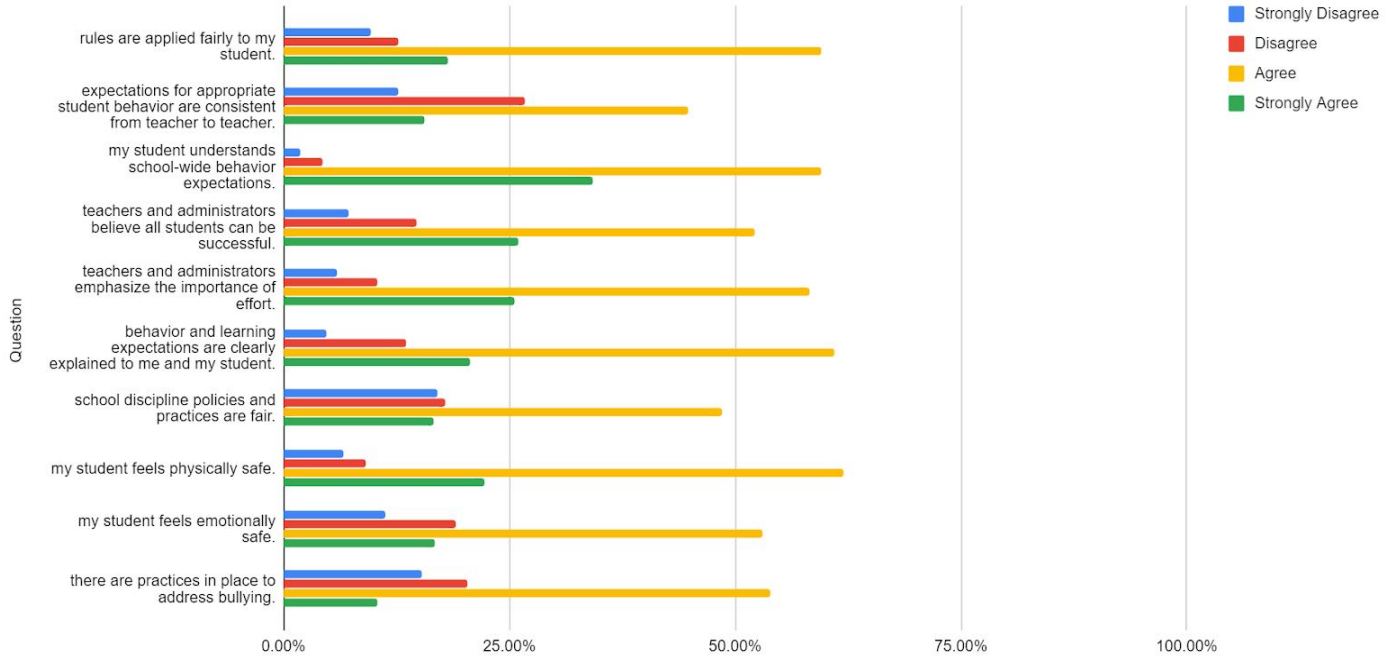
At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	2,829
...expectations for appropriate student behavior are consistent from teacher to teacher.	2,652
...my student understands school-wide behavior expectations.	2,917
...teachers and administrators believe all students can be successful.	2,703
...teachers and administrators emphasize the importance of effort.	2,711
...behavior and learning expectations are clearly explained to me and my student.	2,886
...school discipline policies and practices are fair.	2,680
...my student feels physically safe.	2,887
...my student feels emotionally safe.	2,868
...there are practices in place to address bullying.	2,309

Parent Data - By Ethnicity
Prefer not to respond

At your school...



At your school...	Total Responses
...rules are applied fairly to my student.	259
...expectations for appropriate student behavior are consistent from teacher to teacher.	243
...my student understands school-wide behavior expectations.	277
...teachers and administrators believe all students can be successful.	238
...teachers and administrators emphasize the importance of effort.	239
...behavior and learning expectations are clearly explained to me and my student.	272
...school discipline policies and practices are fair.	235
...my student feels physically safe.	274
...my student feels emotionally safe.	268
...there are practices in place to address bullying.	202

Key Takeaway:

Parent/Guardian Responses on 2019 Spring Perception Survey:

Parent responses to items about School Resources Officers (SROs), expectations, fairness and safety were generally positive. Parent responses indicated that consistency of behavior expectations across teachers may need attention. Parent responses were largely from parents who indicated that White was at least part of their background; therefore we did not attempt to make comparisons between ethnical/racial groups.

LPS Perception Survey Data
Certified Staff Data
(2018-19 school year)

Certified Staff Data - Total Responses

What level is the school for which you want to provide feedback?



Response	Number of Responses
Middle	348
High	340

Certified Staff Data - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	38	10.92%
Dawes	18	5.17%
Goodrich	37	10.63%
Irving	29	8.33%
Lefler	49	14.08%
Lux	24	6.90%
Mickle	24	6.90%
Moore	19	5.46%
Park	23	6.61%
Pound	23	6.61%
Schoo	18	5.17%
Scott	40	11.49%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	6	1.72%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	0	0.00%

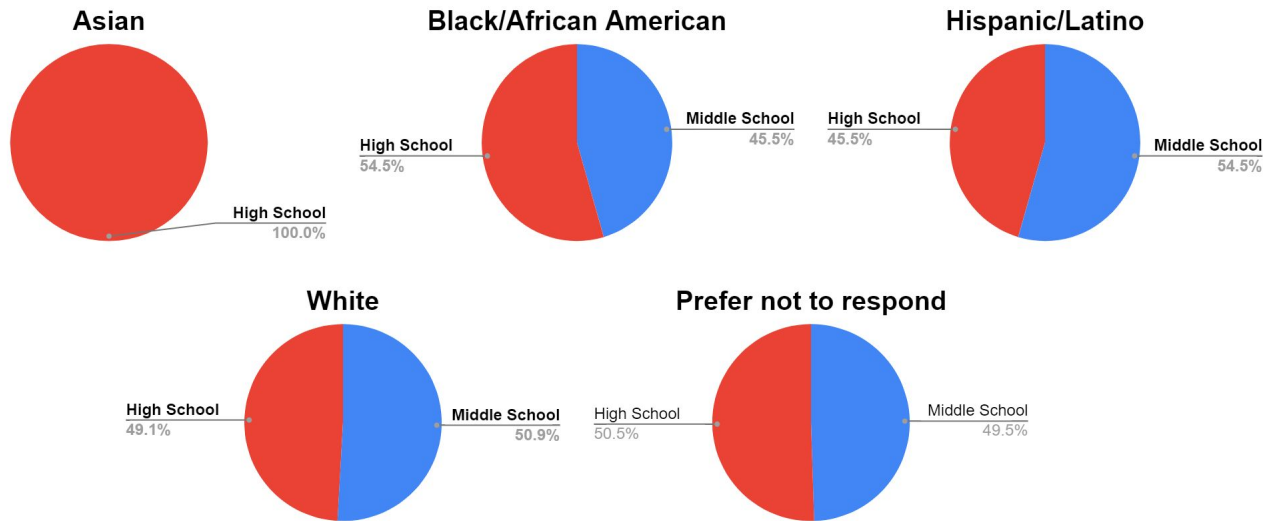
Certified Staff Data - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	44	12.94%
Lincoln High	64	18.82%
North Star	59	17.35%
Northeast	50	14.71%
Southeast	53	15.59%
Southwest	41	12.06%
Arts & Humanities FP	3	0.88%
Bryan Comm. FP	10	2.94%
The Career Academy	5	1.47%
Pathfinder Educ. Prog.	0	0.00%
Science FP	5	1.47%
HS Student Support Prog.	0	0.00%
Yankee Hill Prog.	6	1.76%

Certified Staff Data - By Ethnicity

What level is the school for which you want to provide feedback?



Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Middle School	0	5	6	288	49
High School	6	6	5	278	50

Certified staff were sent an email with a link to respond to the Certified Perception Survey. In total 688 certified staff responded. When asked about their racial/ethnic background staff could respond that they belonged to multiple groups. Of the 688 respondents, 82%, 566, indicated that White was at least part of the racial/ethnic background. Respondents Preferring not to respond about the racial/ethnic background was the next largest group of respondents with 99 respondents or 14%. The other racial/ethnic groups had less than 2% choosing those as racial/ethnic groups to which they belong.

Note: there are only a few responses to these survey items from teachers in some of the demographic categories. Data represented in this report reflect the responses of only a few teachers in these demographic categories, and may not accurately represent overall trends for most teachers in these demographic groups.

Certified Staff Data - By Ethnicity

What is your middle school or program?

	Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	1	2.63%	0	0.00%	30	78.95%	7	18.42%
Dawes	0	0.00%	0	0.00%	0	0.00%	17	94.44%	1	5.56%
Goodrich	0	0.00%	2	5.26%	1	2.63%	33	86.84%	2	5.26%
Irving	0	0.00%	0	0.00%	1	3.45%	22	75.86%	6	20.69%
Lefler	0	0.00%	2	4.08%	1	2.04%	38	77.55%	8	16.33%
Lux	0	0.00%	0	0.00%	0	0.00%	19	82.61%	4	17.39%
Mickle	0	0.00%	0	0.00%	0	0.00%	21	87.50%	3	12.50%
Moore	0	0.00%	0	0.00%	0	0.00%	17	89.47%	2	10.53%
Park	0	0.00%	0	0.00%	1	4.35%	16	69.57%	6	26.09%
Pound	0	0.00%	0	0.00%	1	4.35%	18	78.26%	4	17.39%
Schoo	0	0.00%	0	0.00%	0	0.00%	15	83.33%	3	16.67%
Scott	0	0.00%	0	0.00%	1	2.50%	36	90.00%	3	7.50%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	6	100.00%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

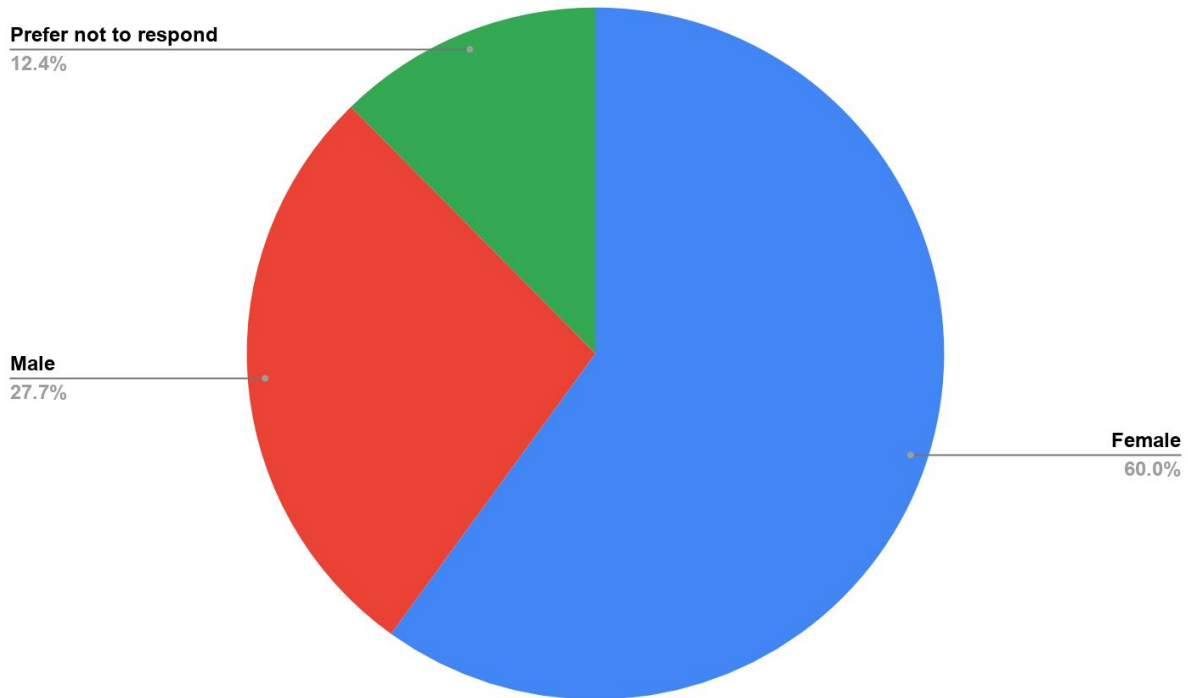
Certified Staff Data - By Ethnicity

What is your high school or program?

	Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	0	0.00%	0	0.00%	1	2.27%	38	86.36%	5	11.36%
Lincoln High	3	4.55%	1	1.52%	0	0.00%	49	74.24%	12	18.18%
North Star	1	1.67%	2	3.33%	1	1.67%	45	75.00%	10	16.67%
Northeast	0	0.00%	1	1.92%	1	1.92%	39	75.00%	11	21.15%
Southeast	1	1.85%	1	1.85%	2	3.70%	45	83.33%	5	9.26%
Southwest	1	2.38%	1	2.38%	0	0.00%	38	90.48%	2	4.76%
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	9	90.00%	1	10.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	10	76.92%	3	23.08%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	0	0.00%	4	80.00%	1	20.00%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	5	83.33%	1	16.67%

Certified Staff Data - Total Responses

What is your gender (please choose one)?

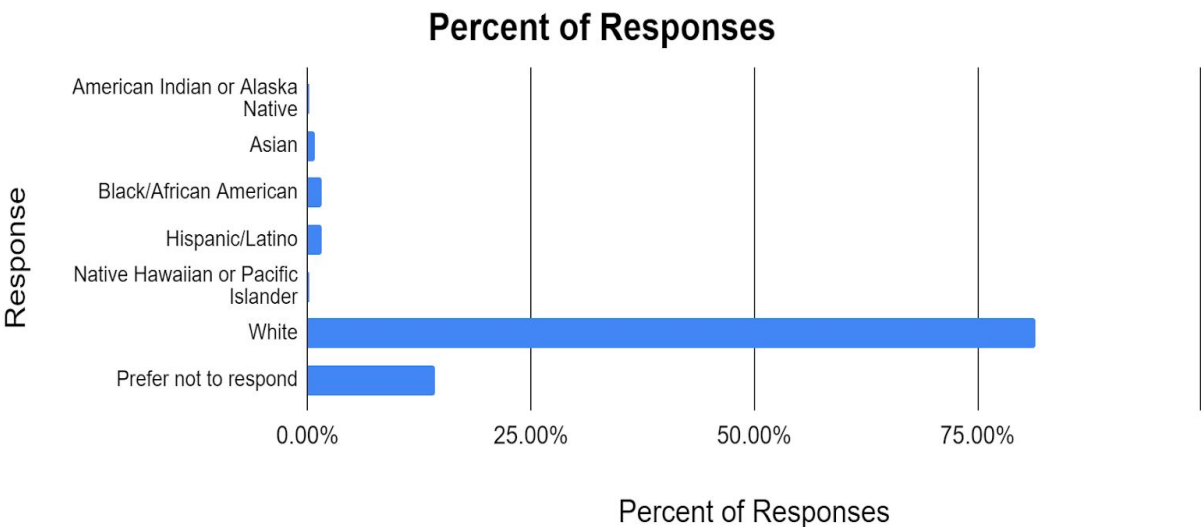


Response	Number of Responses
Female	412
Male	190
Other (please specify)	0
Prefer not to respond	85

Respondents to the Certified Perception Survey were 60% female.

Certified Staff Data - Total Responses (Percent)

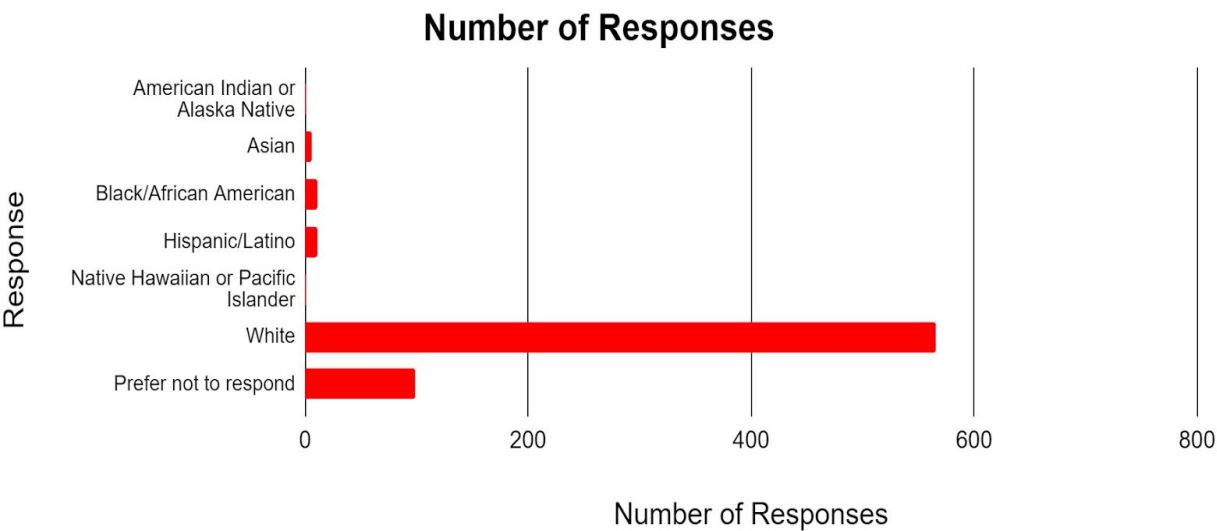
What is your race/ethnicity (please choose all that apply)?



Seventy-five of the certified staff responding to the survey were White, therefore we did not attempt to make comparisons across racial/ethnic groups.

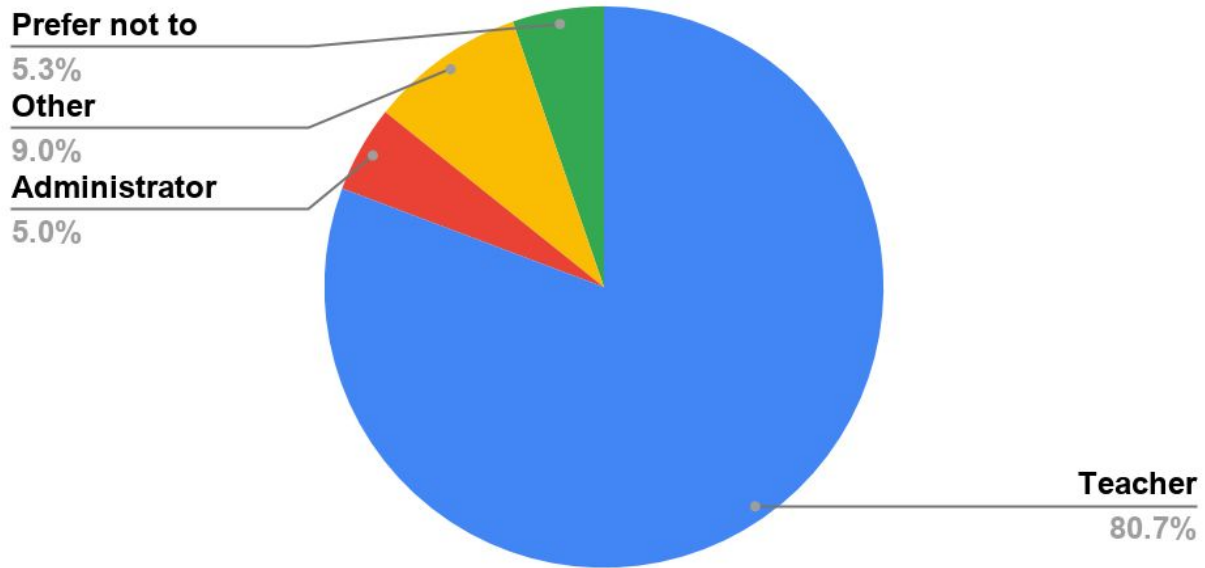
Certified Staff Data - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Certified Staff Data - Total Responses

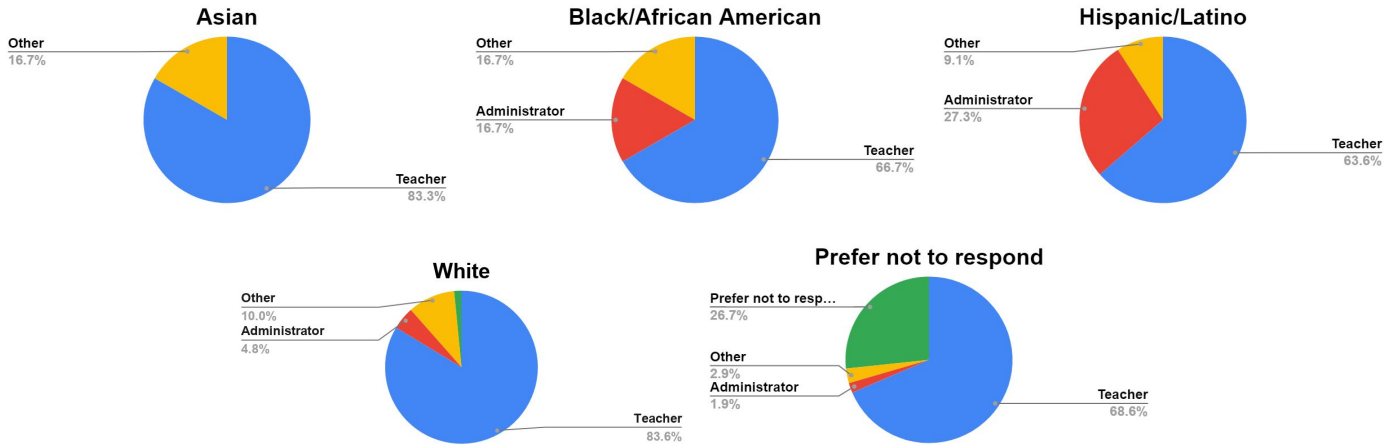
What is your school role(s) (please choose all that apply)?



Response	Number of Responses
Teacher	565
Administrator	35
Other	63
Prefer not to respond	37

Certified Staff Data - By Ethnicity

What is your school role(s) (please choose all that apply)?

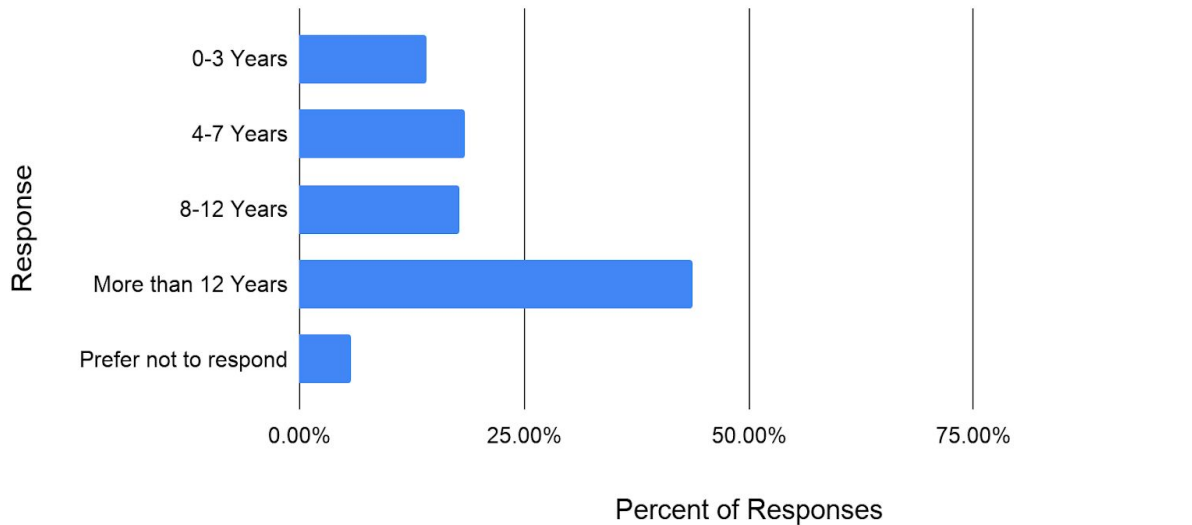


Number of Responses					
Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Teacher	5	8	7	486	72
Administrator	0	2	3	28	2
Other	1	2	1	58	3
Prefer not to respond	0	0	0	9	28

The vast majority of the certified responses were teachers at 84%.

Certified Staff Data - Total Responses

How many years of experience do you have as an educator?

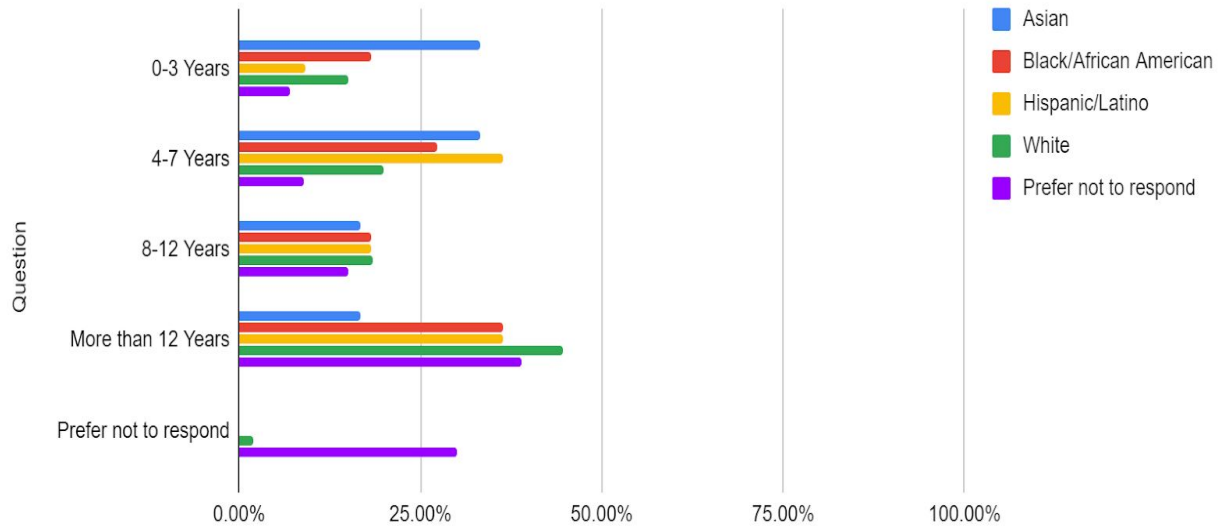


Response	Number of Responses
0-3 Years	97
4-7 Years	127
8-12 Years	123
More than 12 Years	301
Prefer not to respond	40

Of the 688 staff members to respond to the Perception Survey, the majority, approximately 44%, had more than 12 years of experience.

Certified Staff Data - By Ethnicity

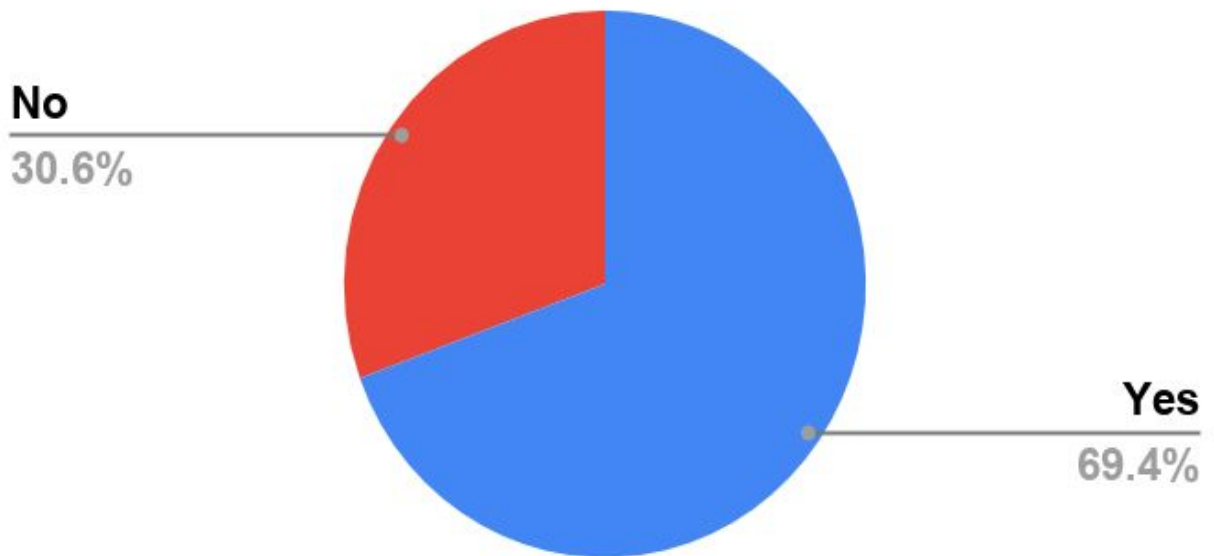
How many years of experience do you have as an educator?



Number of Responses					
Question	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
0-3 Years	2	2	1	87	7
4-7 Years	2	3	4	114	9
8-12 Years	1	2	2	106	15
More than 12 Years	1	4	4	256	39
Prefer not to respond	0	0	0	11	30

Certified Staff Data - Total Responses

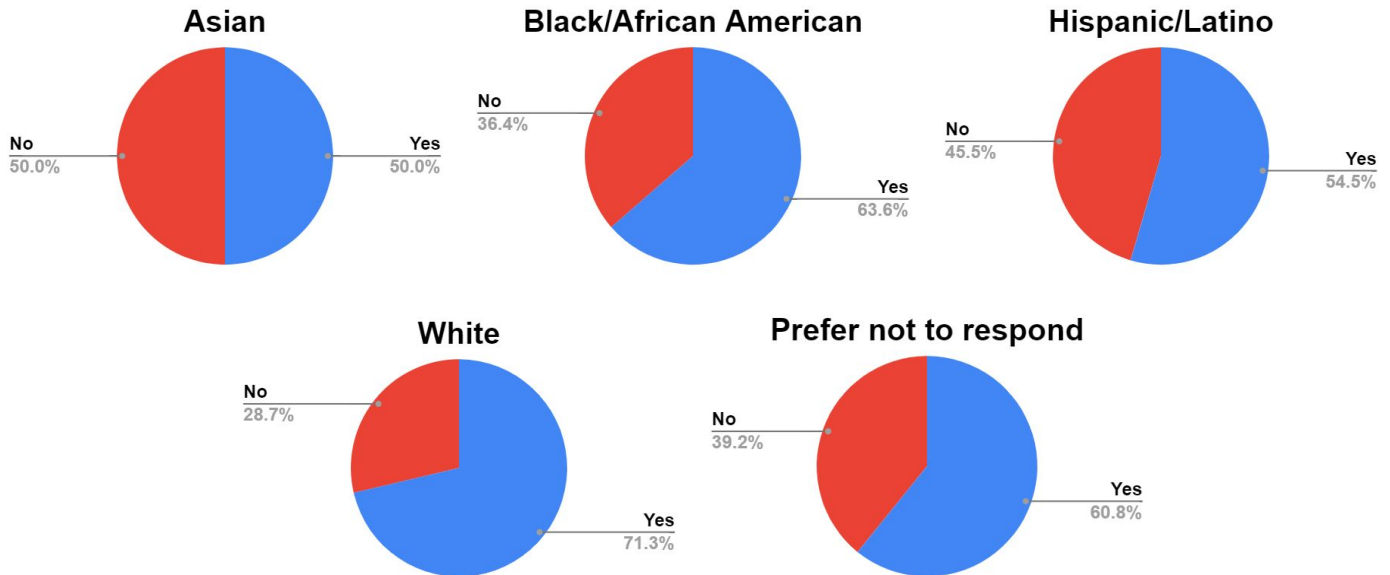
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



Response	Number of Responses
Yes	465
No	205

Certified Staff Data - By Ethnicity

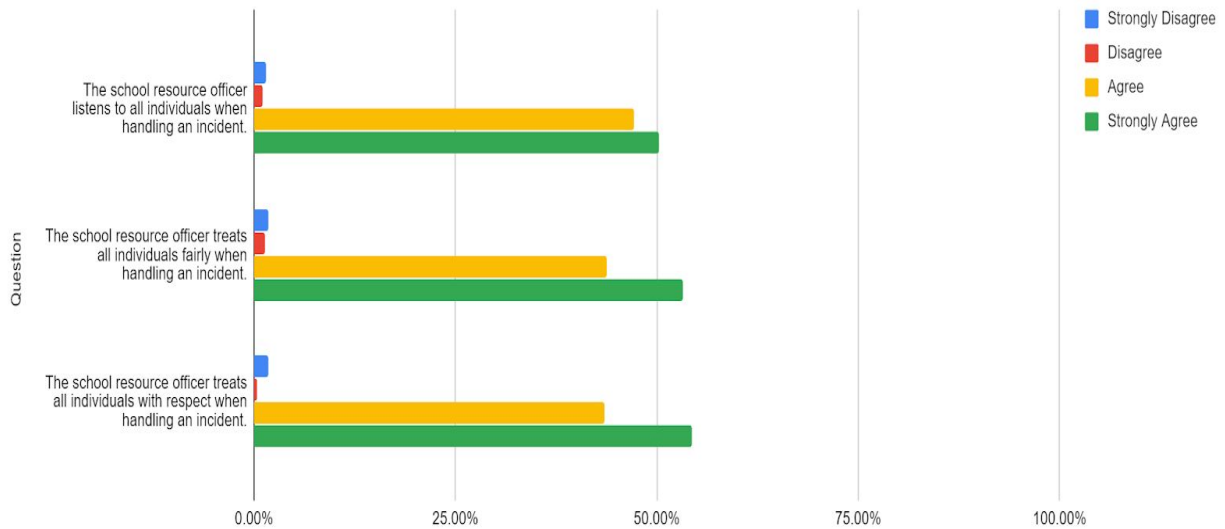
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



Response	Asian	Black/African American	Hispanic/Latino	White	Prefer not to respond
Yes	3	7	6	393	59
No	3	4	5	158	38

Certified Staff Data - Total Responses

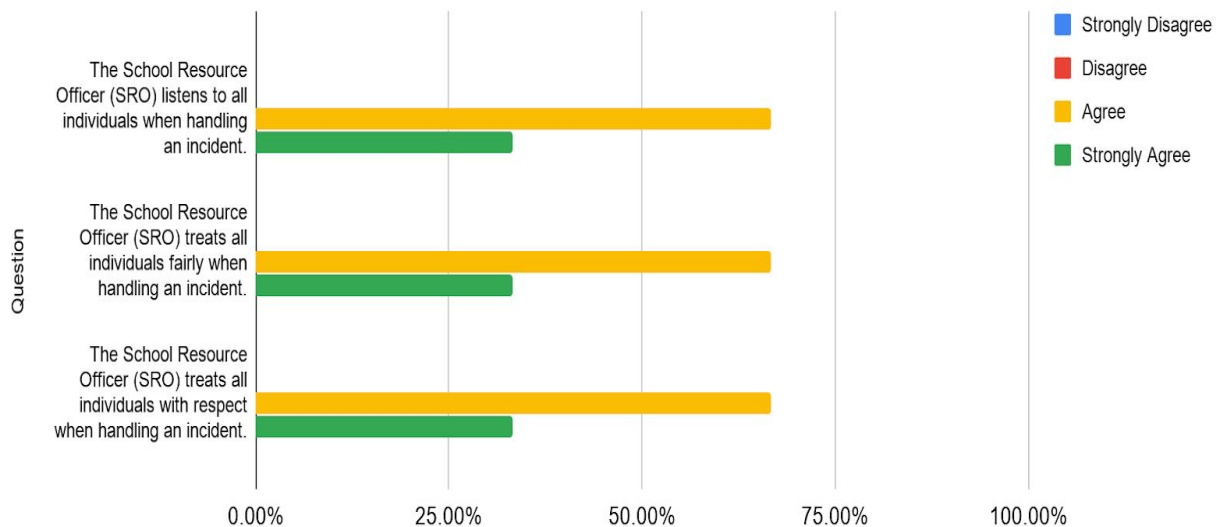
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	462
The SRO treats all individuals fairly when handling an incident.	462
The SRO treats all individuals with respect when handling an incident.	462

**Certified Staff Data - By Ethnicity
Asian**

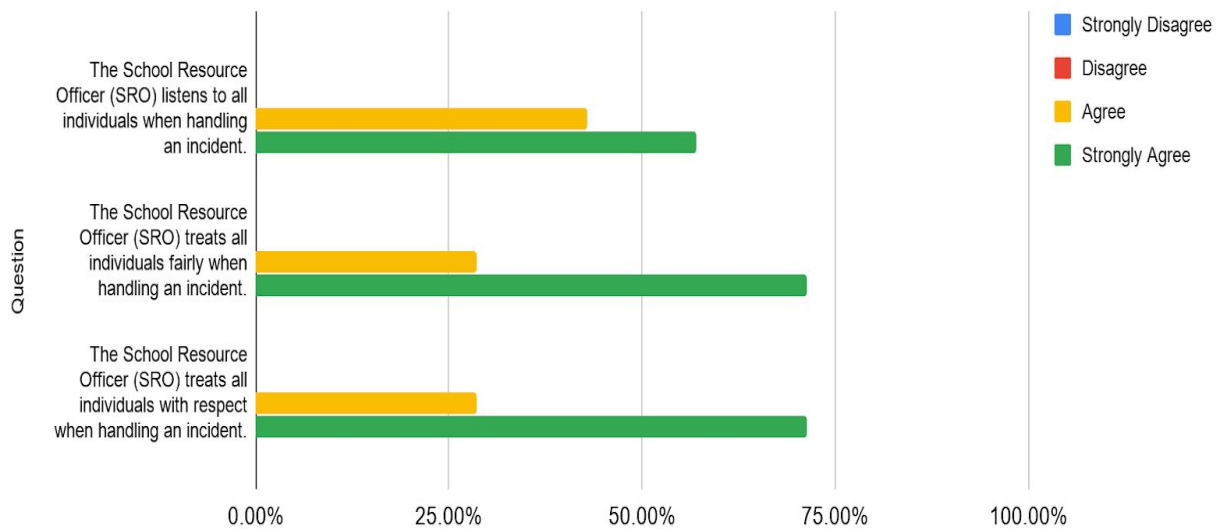
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	3
The SRO treats all individuals fairly when handling an incident.	3
The SRO treats all individuals with respect when handling an incident.	3

**Certified Staff Data - By Ethnicity
Black/African American**

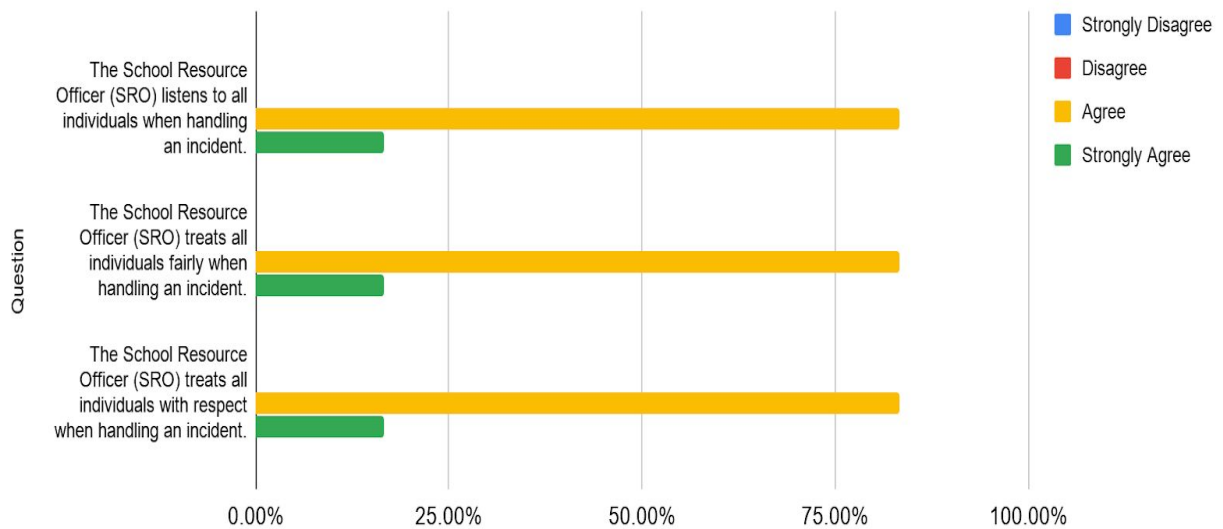
**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	7
The SRO treats all individuals fairly when handling an incident.	7
The SRO treats all individuals with respect when handling an incident.	7

**Certified Staff Data - By Ethnicity
Hispanic/Latino**

**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**



Certified Staff Data - By Ethnicity
White

**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**

Certified Staff Data - By Ethnicity
Prefer not to respond

**This set of items is specifically about
your observations of the School
Resource Officer (SRO) interacting with
students and families.**

Key Takeaway:

Certified Staff Responses on School Resource Officers:

Certified staff responded positively to items about interactions they observed between students and School Resource Officers (SROs).

Certified Staff Data - Total Responses

At your school...

Certified Staff Data - By Ethnicity
Asian

At your school...

**Certified Staff Data - By Ethnicity
Black/African American**

At your school...

Certified Staff Data - By Ethnicity
Hispanic/Latino

At your school...

Certified Staff Data - By Ethnicity
White

At your school...

Certified Staff Data - By Ethnicity
Prefer not to respond

At your school...

Key Takeaway:

Certified Staff Responses on 2019 Spring Perception Survey:

Although the responses are generally positive, according to staff the biggest issues are around issues of fairness and consistency across teachers.

LPS Discipline Data

Data in this section of the report should be interpreted in the context of disruptions caused by the COVID-19 pandemic. LPS students and teachers participated in remote learning during the 4th quarter of the 2019-20 school year. Specifically:

- Since students and teachers were not in school buildings, the LPS discipline data from 2019-20 may not be representative of “typical” school years.
- Discipline data from the 2019-20 school year are not included in the summaries of the long term trends described on the “Key Takeaway” slides because it is likely that these data do not represent long term trends.

Takeaways: In School Suspension

School administrators use in school suspensions as a consequence for some student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and disrupt the learning environment (e.g. inappropriate language use, a minor physical altercation) but are not serious enough to rise to the level of an out of school suspension or expulsion. Students receiving an in school suspension attend school separately from their regular class schedule, typically in a room assigned by an administrator. Students are directed to complete school work on their own (with assistance from appropriate staff). After students serve their assigned in school suspension, they return to their normal class schedule.

Overall trends in the in school suspension data consistently show that more middle and high school males receive in school suspensions than females do. Rates for in school suspensions across other demographic groups indicate while there is evidence of disproportionality that the number and proportion of students who received in school suspensions between 2014 and 2019 did not increase or decrease dramatically for any specific group.

Takeaways: Out of School Suspension

School administrators use out of school suspensions as a consequence for some more serious student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, a more serious physical altercation) but are not serious enough to rise to the level of expulsion. Students receiving an out of school suspension cannot physically enter a school. After students serve their assigned out of school suspension time period, they return to their normal class schedule after a meeting with school administrators.

Trends over time for the out of school suspension data show very similar patterns to the in school suspension data: they consistently show that more males receive out of school suspensions than females do in both middle and high school. Rates for out of school suspensions across other demographic groups indicate that while there is evidence of disproportionality the number and proportion of students who received out of school suspensions between 2014 and 2019 did not increase or decrease dramatically for any specific group.

Takeaways: Expulsions

School administrators use expulsions as a consequence for some of the most serious student behaviors. Generally these are behaviors that violate school rules, seriously disrupt the learning environment, and are associated with potential physical harm to self or others (e.g. possession of a weapon or drugs at school). Expelled students are suspended (out of school) for 5 days by the school and referred to Student Services at the district office. Students make an appointment with the appropriate people in the Student Services department who decide whether the student is expelled. Expelled students are expected to attend the Student Support Program. When their expulsion is completed, a meeting is held at Student Services to develop a plan to return to school. This plan generally includes the behaviors, interventions, and supports needed to prevent recidivism.

Overall trends in the expulsion data show different patterns than were shown in the in and out of school suspension data. Overall, the numbers of expelled students are dramatically lower than the numbers of suspended students. Gender disparities still exist, but to a lesser extent. Rates for expulsions across other demographic groups indicate that while there is evidence of disproportionality the number and proportion of students who were expelled between 2014 and 2019 did not increase or decrease dramatically for any specific group.

Key Takeaway:

LPS Discipline Data:

While there is evidence of disproportionality for some demographic groups, there were no major changes from across the six years of data, 2014-15 School Year to 2018-19 School Year. This includes four years of baseline and first year of the program. Data from the 2019-2020 school year is not included in this summary because of remote learning due to COVID-19.

Recommendations

This is the first year of data gathering based on the goals and expectations established by the LPS/LPD 2018 Memorandum of Understanding. While trend data was able to be constituted from existing records, the data did not reflect the current training or delineation of responsibilities that has been developed based on the guidelines in the 2018 memorandum and the development of the draft 2020 memorandum based on the requirements determined by the passage of LB390 and conceptualized in the model SRO memorandum created by the Nebraska Department of Education. Since trend data does not exist measuring all of the current practices of the SRO program or for perception data because of the recency of the program implementation and the impact of the school district closure related to the pandemic, identifying recommendations for action is limited.

Even with the limits described above, two areas of recommendation are supported by feedback from stakeholders, from the data that is available in the report, and from best practices. They are included below:

- Continue to provide robust and collaborative training programs for SROs and school administrators, including involving students/SRO interaction as part of the training.
- Review disparity data analysis and sequential intercept mapping as a dynamic method for developing criminal justice-mental health-restorative practices partnerships used by to assess our existing resources, gaps and opportunities at each of five intercept points in order to create a process that either prevents or redirects students from over representative demographic groups from referral to expulsion or law enforcement and instead directs them to restorative and support programs similar to project RESTORE for student assault or SAMI for alcohol and marijuana use.

Furthermore, stakeholder groups also requested that it be investigate rather the following data can be collected and reported in future reports:

1. Is it possible to separate out data from the broader “Narcotics” definition to include a breakdown by “selling/distribution” and by “use.” The concern was that the former category may often be more likely to be considered law enforcement and the latter category would be considered a mental health issue and more likely to be referred to a support service.
2. Is it possible to separate out data from the broader “Assault” definition to include a breakdown by circumstance that are clearly an assault by a suspect of a victim and “assault” that could be characterized as mutual or something that unintentionally developed into a physical altercation. The concern was that the former category may often be more likely to be considered law enforcement, but the latter category may be better handled as a school discipline issue. Breaking it out in the calls for service data may help identify an area that can be addressed.

During the annual cycle of this report, LPS/LPD will continue to work with the LPS Multicultural Task Force and receive feedback and answer questions from community members and organizations as methods for continuously improving service to our students, families and the community.

Appendix

Summary Takeaways from LPD and LPS Data

Overall Takeaways for LPD Data:

CFS (projected) slightly increased at middle schools and decreased in high schools.

SROs issued fewer citations/referrals (and at a lower rate per CFS).

Administrators and students initiated the vast majority of CFS that resulted in a citation; SROs initiated about 1%.

Five serious types of incidents make up the majority of CFS (including those resulting in a citation).

The disparity index closely approximates the four-year average (for both victims and suspects/parties responsible).

SROs received 19 commendations and only 4 complaints.

SROs conducted 128 educational presentations for 3,600 students.

SROs received nearly 40 hours of training on a wide variety of SRO-related topics.

Overall Takeaways for LPS Data:

Student perception on SRO Items - There was evidence that students found the presentations by SROs to be useful. While all ethnic/racial groups perceived interactions with SROs as generally positive, American Indian/Alaskan Native, Black/African American, and Native Hawaiian or Pacific Islander students perceived interactions with SROs less positively than the white students.

Student perception - Generally positive, biggest issues are fairness of rules, consistency across teachers and adult responses to bullying. White students tended to respond more positively than students of color.

Parent/Guardian perception on SRO Items* - Generally positive.

Parent/Guardian perception* - Generally positive, biggest issue is

consistency in behavioral expectations across teachers.

Certified Staff perception on SRO Items* - Generally positive.

Certified Staff perception* - generally positive, biggest issues are around fairness and consistency across teachers.

Student Discipline data - While the continues to be disproportionality by race/ethnicity, participation in special programs and gender there have been no major changes over five years (2014/15 to 2018/19).

**Given the small number of respondents of color we would advise caution in terms of making comparisons between groups.*

APPENDIX B

MEMORANDUM OF UNDERSTANDING BETWEEN CITY OF LINCOLN AND LINCOLN PUBLIC SCHOOLS **REGARDING SCHOOL DISCIPLINE AND SCHOOL RESOURCE OFFICERS**

This Memorandum of Understanding (MOU) is made and entered as of the date fully executed below, by and between the City of Lincoln (City) on behalf of the Lincoln Police Department (LPD), and the LancasterCounty School District No. 001, also known as Lincoln Public Schools (LPS):

WHEREAS, LPS and City share the goal of promoting school safety and a positive school climate;

WHEREAS, LPS and City have a successful partnership spanning decades of enhancing the safety of LPSstudents with the School Resource Officer (SRO) program wherein LPD officers are assigned to LPS schools, andagree to continue and enhance the operation of an SRO program;

WHEREAS, All parties acknowledge that crime prevention is most effective when LPS, LPD, parents,behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, LPS and City agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, LPS staff should generally not involve LPD in enforcement of LPS discipline policies;

WHEREAS, LPS and City recognize that student contact with SROs and LPS staff builds positive relationships leading to better student outcomes; and

WHEREAS, LPS and City agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

NOW, THEREFORE, LPS and City agree as follows: Section 1.

SchoolDiscipline and Law Enforcement Program Goals.

1. To create a common understanding that:
 - a. School administrators and teachers are ultimately responsible for school

- discipline and culture;
 - b. SROs should not be involved in the enforcement of school rules; and
 - c. A clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system;
 3. To promote effectiveness and accountability;
 4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals;
 5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
 6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

Section 2. Roles and Responsibilities for the SRO Program Regarding School Discipline.

1. Disciplining students is the responsibility and authority of LPS, school administrators, and parents. Law enforcement is the responsibility of LPD. LPS and City shall use best efforts to follow the principles in this MOU regarding the division between school discipline and law enforcement.
2. SROs can provide assistance when: (a) required by law under Neb. Rev. Stat. § §79-262 and 79-293 or other state or City law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.
3. SRO should not act as a school disciplinarian. LPS staff should not involve SROs in disputes that are related to issues of school discipline; however, LPD staff as a complement to school staff, may provide education or act in the role of a mentor, counselor, or trusted adult as herein provided.
4. SROs should not interview students or collect evidence for solely LPS disciplinary purposes.

Section 3. Other Considerations.

LPS and City agree that this MOU does not supersede any state statutes, City ordinances, LPD General Orders and policies, and LPS policies, including but not limited to the following:

- (a) minimum age limits for arrest; and
- (b) when Miranda rights shall be given prior to interviewing students.

Section 4. SRO Program Review.

LPS, in collaboration with LPD, shall conduct an annual review of the SRO program and shall: (a) make modifications as necessary to accomplish stated SRO program goals; and (b) create a report of the review to be provided to both parties and, to the extent permitted by law, made available online. The interlocal board will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the 2019-2020 school year.

Section 5. Community Partnerships.

LPS and LPD shall continue to partner with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Section 6. Liability and Indemnification.

Nothing in the performance of this MOU shall impose any liability for claims made against the parties, and the parties agree to indemnify the other for intentional wrongdoing or negligence by the offending party, related to this MOU.

Section 7. Term, Termination, and Related Documents.

The term of this MOU shall commence on the date this MOU is fully executed through December 31, 2018, and thereafter may be automatically renewed for successive one (1) year terms for each calendar year until and unless either party provides the other party with a written notice of nonrenewal prior to the end of the one (1) year term. This MOU can be terminated at any time without cause with six (6) months' written notice to the other party. City and LPS shall endeavor to incorporate this MOU into any annual funding interlocal agreements for establishment and funding of SROs in LPS schools. This MOU may be amended based on the annual review and new developments.